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ABSTRACT

Designed to increase awareness of family literacy programs, this project report deals with definitions of literacy, the research base, typology of family and intergenerational literacy programs, and evaluation of these programs. The report is designed to be a resource for teachers/practitioners and administrators/funders of family literacy programs. It includes: (1) a review of the literature on family literacy; (2) a directory of available adult curriculum materials suited to family and intergenerational literacy programs; (3) formative evaluation forms for use by teachers and adult students in family and intergenerational literacy programs; (4) materials designed to be used in presentations at conferences and workshops to increase understanding of family and intergenerational literacy programs and to promote programs; and (5) evaluation forms for curricula, evaluation forms for adult students, and presentation materials. Five tables illustrating various typologies of family literacy programs are included. Contains 59 references. (Author/RS)

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Master's Project Report

Family Literacy Programs:

Adult Curricula and Evaluation

by

Constance L. Poulton

Weber State University

Master of Education Program

February, 1993

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ABSTRACT

FAMILY LITERACY PROGRAMS:

ADULT CURRICULA AND EVALUATION

Constance L. Poulton

The purpose of this project was to increase awareness of family literacy programs. This report deals with definitions of literacy, the research base, typology of family and intergenerational literacy programs, and evaluation for these programs. It was designed to be a resource for teachers/practitioners and administrators/funders of family literacy programs. This project report includes:

1. A review of the literature on family literacy.
2. A directory of available adult curriculum materials suited to family and intergenerational literacy programs.
3. Formative evaluation forms for use by teachers and adult students in family and intergenerational literacy programs.
4. Materials designed to be used in presentations at conferences and workshops to increase understanding of family and intergenerational literacy programs and to promote programs.
5. Evaluations forms for curricula, evaluation forms for adult students, and presentation materials.

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NATURE OF THE PROBLEM

On March 6, 1989, the Barbara Bush Foundation for Family Literacy was announced to the United States (Fields, 1989). First Lady Barbara Bush stated, "It's become very clear to me that we must attack the problem of a more literate America through the family. We all know that adults with reading problems tend to raise children with reading problems." In September of 1989, President George Bush and the Governors of the United States met to chart a course for educational excellence (U. S. Department of Education, 1991); in 1990, the President and the nation's Governors established six National Educational Goals for the year 2000 (Appendix A). Two of the goals concern family literacy. Goal One states that by the year 2000, all children in America will start school ready to learn. Goal Five states that all Americans will have a level of literacy that allows them to be productive workers and involved citizens. Goals One and Five are linked and should be considered the same in family literacy initiatives. Lewis (1992) noted that adding one to five, when it comes to National goals for education, is a dynamic sum; this dynamic sum reflects the parent and child components of family literacy programs. On July 25, 1991,

President Bush signed into law P. L. 102-73, the National Literacy Act of 1991 (U. S. Department of Education, 1991, October). President Bush remarked that the new literacy law is unique in that it "creates a network for literacy that starts here in my Cabinet . . . and reaches out into every region and state of our country because literacy is a need that knows no boundaries."

Definitions of literacy, the research base, a typology of family literacy programs, and forms of evaluation for family and intergenerational literacy programs are all issues which have implications for funders, administrators, teachers, practitioners, and others involved in family literacy.

Definitions of Literacy

The definition of literacy that is used has implications for family literacy program design (Kerka, 1991). Definitions of literacy include: a set of measurable skills; a tool for self-improvement, productivity, and economic development; the replication of school-like activity in a family setting; social practices used in daily life; a means of empowerment; and the construction of meaning from experience. The definition used affects the curriculum, instructional methods, and evaluation criteria of the

program. Nickse (1989) explains that for some program designers, the term "intergenerational" limits participation to parents and children from the same family; for other programs, it means someone older works with someone younger (seniors reading to children or teens tutoring youngsters). "Family" can mean the involvement of children with parents, caretakers, extended family members, and friends. Isserlis (1990) explains a distinction between family and intergenerational learning. "Family" is a guideline for some programs which explicitly allows parents and their children to participate. "Intergenerational learning" applies to literacy contexts in which learners of different ages come together. The terms may be used interchangeably or to address programs in which one or the other of the definitions dominates.

It is important to understand the meaning of the term *intergenerational illiteracy cycle*. The intergenerational illiteracy cycle may be defined as a lack of basic literacy skills which not only severely limits the quality of adults' (parents') lives and roles in society, but also limits the development of literacy skills in their children (Barbara Bush Foundation [BBF], 1990). Parents of disadvantaged children lack the skills, knowledge, and awareness needed to support their educational development (Darling, 1988).

Programs which attempt to break the cycle of intergenerational literacy may have the following goals:

1. To improve parents' skills and attitudes toward education
2. To improve children's learning skills
3. To improve parents' childcare skills
4. To unite parents and children in a positive educational experience (Darling & Hayes, 1989).

Family literacy programs are those which increase adult literacy levels, broaden reading skills for children, and foster good reading habits for all family members (Monsour, 1991). Previous efforts had focused on separate adult literacy programs and children's programs. The thrust of family literacy is to handle them together; both government and private programs are taking this approach (Fitzmaurice, 1990). Family literacy programs attempt to break the cycle of illiteracy by working with both the parent and the child (Family Literacy, 1990). Family literacy programs focus on providing enriching experiences for parents and children that are based on the enjoyment of reading literature and in the writing and publishing of stories (Kwiat, 1990). An equal priority must be placed on education and academic remediation for the parent; otherwise the child will perpetuate the cycle of poverty and undereducation (Darling, 1988).

Family literacy programs are those which teach reading skills to parents at the same time their children are learning to read (Fields, 1989).

Theories driving the practice of family literacy include the following:

1. It is important for the parent or primary caregiver to place a high value on the acquisition of literacy skills and to take an active role in the child's education in order for the child to do his or her best in school (BBF, 1989; Glover, Jones, Mitchell, & Okey, 1991).
2. The more literate the parent or caregiver becomes, the more effective he or she will be in performing at-home and school-related tasks supporting the child's educational development (BBF, 1989).
3. The level of parental education, particularly that of the mother, is a strong factor in determining the literacy proficiency of the children (BBF, 1989; Darling, 1988; Fields, 1989).
4. Children who grow up in an environment where books and reading are valued tend to become good readers; those who grow up without family support for reading do not.

> Literacy--the ability to read and to understand--begins at home (Monsour, 1991). The home is a powerful agent for improving the patterns of learning (Darling, 1988). Reading aloud to children is the single most effective way that parents can help to break the cycle of intergenerational illiteracy (Handel & Goldsmith, 1988).

Children have an advantage in school when their parents continuously support and encourage their school activities in five identified areas of parent involvement (Epstein, 1987):

1. Basic obligations of parents
2. Basic obligations of schools
3. Parent involvement at school
4. Parent involvement in learning activities in the home
5. Parent involvement in government and advocacy.

The more literate the parent becomes, the more effective the parent will be in supporting the child's development as well as acting as an advocate for the child in educational settings (BBF, 1989; Glover, et al., 1991). Fingeret (1990) cautions that family literacy programs are teaching only the school's meanings. When literacy programs help students come to know, reflect upon, and express their

own meanings, students come into their own power: instrumental power to do new things, personal power to feel capable of doing new things, and political power to demand a new voice as citizens.

Family and intergenerational literacy programs have gained wide acceptance as vehicles for educational change (Nickse, 1989). Some of the issues involved in this literacy movement are: improving adult literacy (Sticht & Mc Donald, 1989); success for preschool children (Nickse, Speicher, and Buchek, 1988); high school completion of teenagers; health and stability of all families; community strength and cooperation; and the economic vitality, enterprise, and a standard of living of the nation (Nickse, 1989). Dr. Nickse asserts that the movement is shifting from addressing each issue separately toward a more holistic delivery of services. Research supports that interventions aimed at specific age groups (children, youth or adults) show little or no lasting gains in cognitive development (Sticht & Mc Donald, 1989). Family and intergenerational literacy can be the vehicle for more coordinated policies and procedures for serving the educationally and economically disadvantaged (Darling & Hayes, 1989).

Positive and modest effects of comprehensive programs such as

family literacy are now being reported in published literature (Nickse, 1990). Although intergenerational and family literacy programs have not proven to yield educational or economic solutions more quickly or easily than individual programs, Darling and Hayes (1989) cite two areas which yield positive effects: (1) recognition of differences among adults, and (2) parental views of the nature of knowledge and the ways of gaining knowledge. Within each area fall profiles and variables impacting success in family literacy programs.

Nickse (1990) provides an overview of contributions in broad areas which justifies further design and development of family and intergenerational literacy projects. Areas for research include adult literacy education, emergent literacy, parents' roles in children's literacy development, cognitive science, early childhood development, family systems theory, the importance of cultural differences, motivations for family literacy programs, and political appeal. The following are all results of Nickse's research.

Research on Adult Literacy Education

Indications are that adults attend for longer durations in family and intergenerational literacy programs; therefore, increased time on task may have a positive impact on student success.

Research on Emergent Literacy

Research on emergent literacy is founded in the importance of literate parents developing children's literacy. "Emergent literacy" stresses that legitimate, conceptual, developmental literacy occurs during the first years of a child's life; oral language, story-listening comprehension, and error patterns in learning to read and write are examined.

Research on Parents' Roles in Children's Literacy Development

The home, the community, and the parents all play specific roles in children's literacy development and positive attitudes toward education. Intergenerational and family literacy programs can help establish conditions to promote literacy behaviors in the home.

Research from Cognitive Science

Cognitive science promotes family and intergenerational literacy as major effective components in the design of educational interventions. Since knowledge and information-processing skills are largely socially and culturally developed, family literacy can aid groups in valuing formal education and the individual's success in it.

Research from Early Childhood Development

Nickse (1989) cites the difficulties in getting parents to change

their belief systems and to think and act in new ways regarding child development, to practice positive behaviors taught to them, and to develop new strategies that are age-appropriate for their growing children. Family literacy programs address these difficulties by teaching specific behaviors and providing the rationale for them.

Research from Family Systems Theory

Family systems theory defines the family as any social unit in which the individual is intimately involved, unlimited by generational or physical boundaries. Families are governed by sets of rules. The difficulty of changing family literacy behaviors lies in maintaining the stability of the family unit and the idea of recursive causality (children shape family life at least as much as the family influences the children). Family systems theory also examines relationships within neighborhoods, communities, and religious groups; any literacy focus on changing only a subset of the family decreases its ultimate success. Family literacy programs encourage involvement of all family members; the greater the involvement is, the greater are the chances for success.

The Importance of Cultural Differences

Insights into working with families who are culturally different are critical to success in family literacy programs. Diversity is one of

America's great strengths. Family literacy programs which are sensitive to cultural differences instead of overlooking or ignoring them may lessen the high drop-out rate from traditional adult literacy programs.

The common assumptions that adults and children read together in the home and that all families enjoy reading are not true. Mitigating factors include:

1. Adults with low literacy development do not have the technical skills required for reading to children or modeling reading behaviors.
2. Many parents cannot afford to buy books or they do not go to libraries.
3. Reading to children is neither a habit nor a priority in families where health factors, economic factors, social factors or homelessness prevail.
4. The success of many family literacy programs is offset by poverty.

Political Appeal

Because the family is the focus of concern at the local, state, and federal levels, the political appeal of family and intergenerational literacy programs is evident. Social problems such as child abuse, juvenile

delinquency, teen-age pregnancy, illiteracy, and a diminished work ethic all contribute to the breakdown of the family. Dual literacy programs, designed so as not to undermine parental control and to respect cultural differences, may provide a type of preventative interaction which will be a means to break the cycle of intergenerational family illiteracy and to ease family stress.

Typology of Literacy Programs

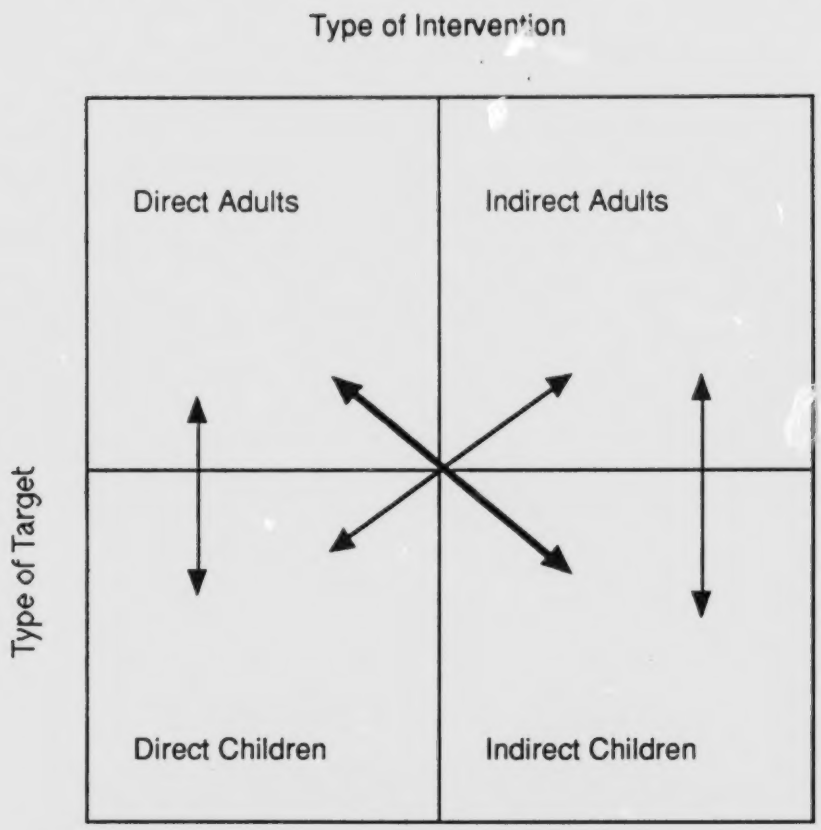
Nickse (1990) provides a matrix as an organizational framework in which to examine and classify family literacy program types across two critical dimensions: (1) the type of intervention (direct or indirect) and (2) the type of target participation (adults alone, children alone, adults and children together). Participants are classified as primary (those receiving direct services) and secondary (those receiving indirect services). Theuse of "adults" rather than "parents" gives the matrix broader scope and includes family literacy programs which involve extended families as wellas unrelated children and adults as indicated in Table I.

The use of such a framework can provide direction for program development and evaluation. The matrix captures the dynamic nature of family literacy programs (Ryan, 1991). Distinct characteristics further

identify each of the four program types.

Table 1

Typology of Family and Intergenerational Literacy Programs



Type 1 Intervention: Direct Adults-Direct Children

Type 1 represents a highly structured illiteracy intervention involving key characteristics of frequency, duration, and integration.

Intensive participation of adults with their pre-school children is required. Low-literate adults and their children attend as often as daily for a minimum of 3 days a week for up to nine months. Parents learn skills in academic areas, parenting, vocational training, or participate as volunteers in the program or in children's classrooms. A key feature of the direct adults-direct children type is the parent-and-child together activities component. Parents are taught to interact with their children during reading and playtime; it is emphasized that the parents are the child's first teachers. Parent discussions are held in which topics include child development, parental roles, and parental responses. Programs of Type 1 use a direct instruction in a dual curriculum; the instruction is formal and class based. Children receive direct instruction in preschool. A professional early childhood teacher and adult basic education teacher work as a team, supervising participation. Attendance is monitored; validated curricula may be used for children and adults. The primary beneficiaries of the Type 1 program are the adults and the children. (See Table 2.)

Advantages of the Type 1 program type are:

1. Parent-child relationships are observed by professionals and immediate feedback is given.

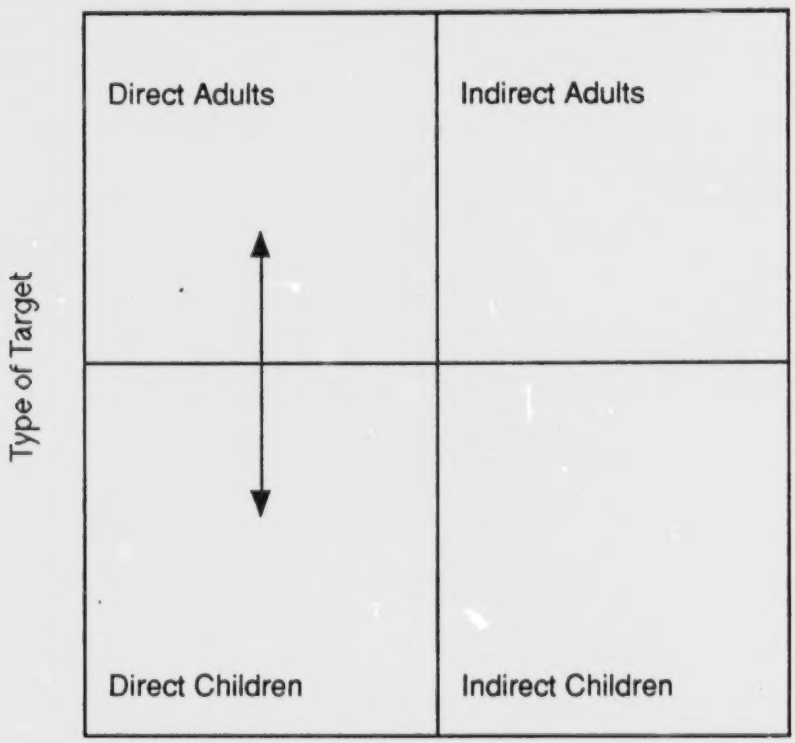
2. This is a good model for non-working parents and their preschool children.
3. Family duads involving only one child in the program are the most effective.
4. The family interaction is the most powerful since there is a high degree of parent and child interaction.
5. In school-based programs, parents and children participate with a school environment in a nonthreatening manner.

Disadvantages of the Type 1 program include:

1. An appropriate instructional site must be furnished for both child and adult learners; space must be found in a local school district if the program is to be school-based.
2. Transportation may be a requirement in order to encourage participation.
3. Dual programming for both parent and child is needed.
4. Specialists in early childhood and adult education are needed.
5. Type 1 is a poor model for housebound or working adults; childcare must be arranged if the parent has several children.

Table 2

Type 1: Direct Adults-Direct Children Intervention Model



Examples of the Type 1 intervention are the PACE program from Kentucky and the Kenan Family Trust Literacy Project.

Type 2 Intervention: Indirect Adults-Indirect Children

Voluntary attendance and informal events classify Type 2 as a less intensive and less formal literacy intervention than Type 1 with its key characteristic being the promotion of literacy for enjoyment. Participants

in this model are adults (who may or may not be parents) and children (who may be unrelated to adults in the program). A series of literacy enrichment events is offered in place of a sequential curriculum. Storytelling, readalongs, book talks, and family and children's hours may be held on weekends or after school. Children of many ages are welcome, accompanied by parents, friends, or relatives. Volunteer tutors from local colleges or senior citizens may read to children in Type 2 programs. (See Table 3). Programs are brief and supplementary, with families attending intermittently. Formal adult literacy classes are not provided on a daily basis, but adults may receive tutoring for a few hours a week. An appreciation of literature is emphasized throughout. These programs serve families and are likely to be intergenerational. Adults and children are the primary beneficiaries of the Type 2 program.

Advantages of Type 2 programs include:

1. Working adults and school-aged children can participate since program schedules may vary.
2. The time commitment for children and adults is short, with the focus on enjoyment.
3. Type 2 involves powerful family dynamics, and attitudes toward literacy may improve if one or both parents attend.

4. This model does not require full programming or a permanent site; full-time professional adult basic education and early childhood education staff are not required.
5. Unrelated children and adults can interact in the enjoyment of literature.

Two disadvantages of the Type 2 intervention model are:

1. This model does not teach reading skills to children or adults in a sustained, intensive format.
2. Professional teachers may not be involved, and the level of participant involvement is not as intense as found in the Type 1 program.

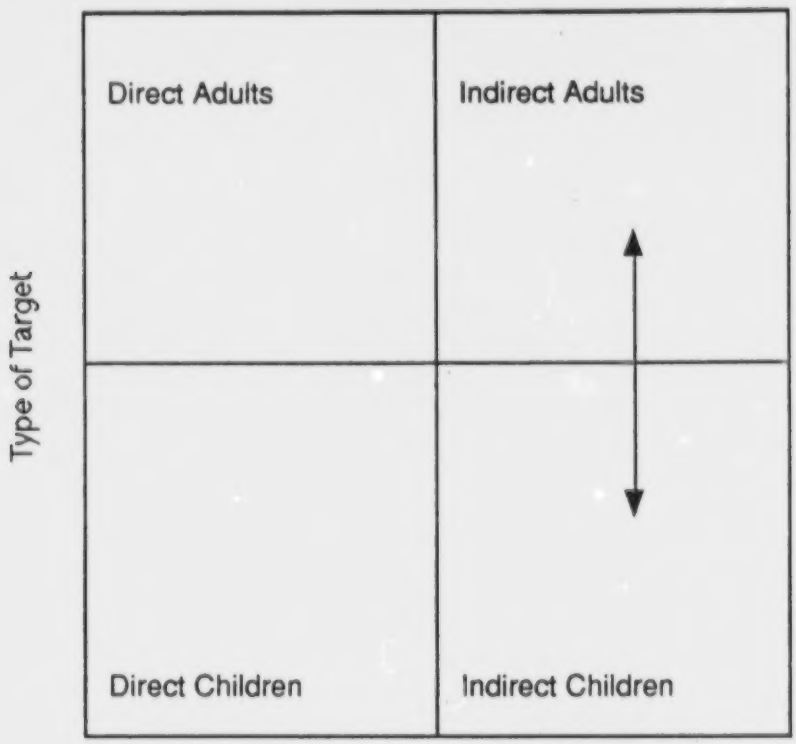
Programs which exemplify the Type 2 model include the Marin County Library, Read Together, Stride Rite Intergenerational Day Care, and the Nissan Family Learning Center.

Type 3 Intervention: Direct Adults-Indirect Children

Table 4 illustrates the Type 3 program in which parents, guardians, and caregivers participate. The key characteristic is that adults are the main target for services with the children not participating regularly. The concept of a Type 3 intervention is that adults who become more literate influence their children's literary interests and

Table 3

Type 2: Indirect Adults-Indirect Children Intervention Model



skills. Curriculum may include literacy or English language instruction as well as coaching in reading children's stories; other parent behaviors that assist children may also be included. Participation is not long in duration and there is no formal classroom instruction. Type 3 programs may be developed to target specific groups of parents: those from similar ethnic backgrounds, those with similar interests (community college students),

those with similar environments (incarcerated mothers), or employees in the same organization. Parents (adults) are the primary beneficiaries as they become more literate and more aware of literacy issues and child development. Children are the secondary beneficiaries as their parents become more able to assist them.

Advantages of the Type 3 model include:

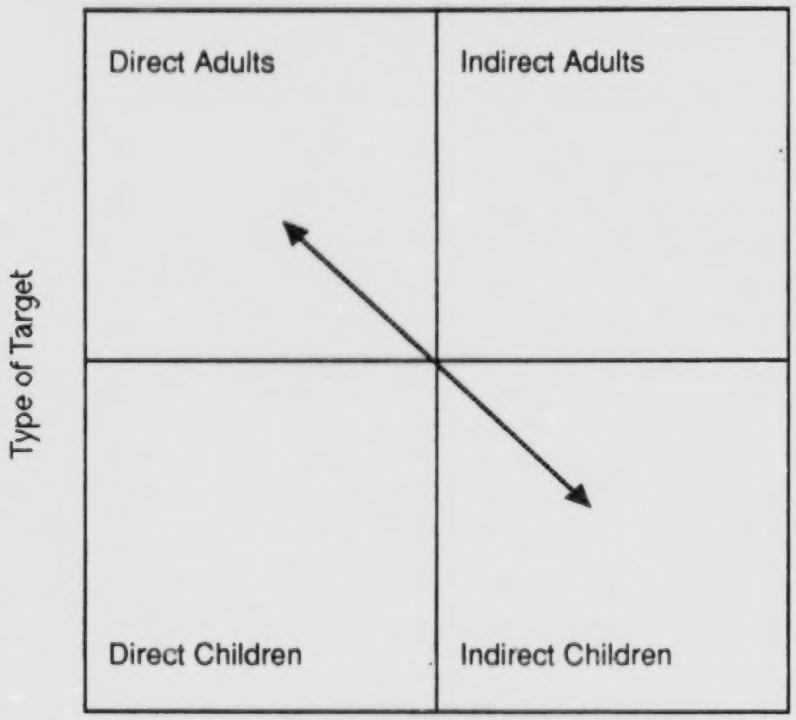
1. Parents can develop relationships with other parents through peer tutoring.
2. Adults are not distracted by children.
3. Parenting issues may be discussed.
4. Parents may take materials home to use with their children.
5. Persons outside the staff of the participating organization may be trained to facilitate the workshops.

Two disadvantages noted for the Type 3 model are:

1. Staff cannot observe whether the parent is being effective with the child(ren) at home.
2. The parent may forget to improve literacy behavior in the home, or may continue inappropriate literacy practices.

Table 4

Type 3: Direct Adults-Indirect Children Intervention Model



Examples of the Type 3 model are the Family English Literacy Programs, Parent Readers Program, and the Linking Home and School Through the Workplace Program.

Type 4 Intervention: Indirect Adults-Direct Children

Children are involved directly in Type 4 programs and are the main target for service. Preschool children may be taught prereading skills; school children receive special reading instruction in such

programs as Chapter 1. Parents, although asked to participate, are not likely to receive literacy instruction for themselves. The parents' effectiveness in the program is related to their own skills and confidence; if either is low, the children may not benefit fully from their involvement. The adult component involves help for adults to assist their children. The child is the primary beneficiary of this literacy development program, while adults (who may or may not be taught literacy skills) are the secondary beneficiaries.

Four advantages of Type 4 programs are:

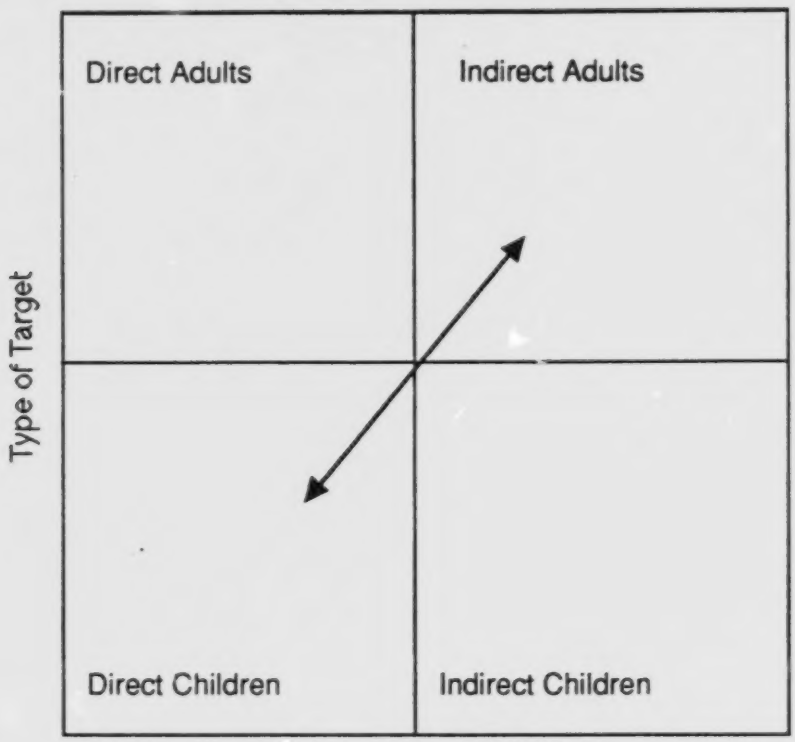
1. Parents learn of their importance in their child's literacy development; materials are sent into the home.
2. Programs occur in schools, preschools, and other settings.
3. Teachers may participate by having programs in support of literacy integrated into regular class work.
4. Parents may be involved one or more times and become oriented to the program in which the child participates.

Disadvantages for the Type 4 model include:

1. The parents' literacy may not be directly addressed.
2. There may be no adult at home to share the child's excitement.

Table 5

Type 4: Indirect Adults-Direct Children Intervention Model



3. Parents who have a pattern of nonparticipation in school activities may not attend for cultural, economic or family reasons.
4. The child may not take the materials home to the parents.
5. The child who does take materials home may not receive support from the parents.

Preschool and elementary programs and the Chrysler Running Start Programs are examples of the Type 4 model.

Evaluation of Literacy Programs

Currently, a tug of war exists between funders/administrators and practitioners/educators as to what counts as success in family literacy programs and how to measure it. Funders and administrators often insist upon quantifiable, objective indications of progress; teachers and practitioners often resist or disagree with using such concrete measures. Since funding often depends upon compliance with funders' mandates, teachers attempt to make the numbers look good. Proponents of family literacy programs suggest use of assessment forms and procedures congruent with participatory adult literacy. Evaluation is more interpretive and explanatory in that it looks behind student progress to determine why or why not students are progressing and to inform decision making about curriculum and program design (Auerbach, 1990).

The Predominant Model of Evaluation

The predominant model of evaluation is characterized by stressing accountability through quantification; the bottom line is to show student progress through numbers. Achievement is based on

performance of uniform, externally defined objective measures; some states mandate the use of specific standardized tests such as TABE (Test of Adult Basic Education), ABLE (Adult Basic Learning Examination) and others (Appendix B). Such tests focus on decontextualized word recognition, sentence or paragraph comprehension skills, and use of paper and pencil formats with multiple choice/fill in the blanks questions. Outcomes are strictly regulated in terms of measurability (test scores, reading levels, performance standards, and number of students promoted or placed); funding is often contingent on attaining predefined outcomes (Sticht, 1990).

Assessment is usually done on a pre-/post test basis, with teachers using intake results specifically for placement; neither are intake test results used to inform instruction or curriculum development. Rarely are intake or exit test results shared with students to inform them about their own learning. Auerbach (1990) cites thirteen criticisms of the current evaluation model:

1. Testing is not appropriate for early literacy learners: For many adult students, testing leads to nothing but a sense of frustration and inadequacy.
2. Funders' demands lead to "creaming": The lowest level

students are excluded from services since it takes them longer to show progress or become ready for employment.

3. The testing process itself is intimidating and demeaning; testing triggers associations with childhood failures. Tests adapted from tests for middle class children (such as the TABE) are inappropriate for adults.
4. Framing results in terms of grade levels is destructive; grade level descriptors which inform adults that their performance is comparable to second or third graders send a negative message to literacy students.
5. The concept and content of standardized testing is culture-specific: The concept, process, and content of tests often presuppose culture-specific knowledge and vocabulary; this immediately biases the tests against those from other cultures.
6. The claim for objectivity in testing is misleading; by definition, the evaluation of human learning is always interpretive rather than objective, valid or based on unbiased empirical descriptions.
7. Existing tests measure the wrong things; focus on subskills

such as letter and word recognition promotes a reductionist view of literacy.

8. Existing tests fail to measure the right things; the important aspects of literacy include critical thinking, creativity, creating meaning through writing, and indicating how attitudes and usage of literacy in daily life change as a result of instruction.

9. Tests do not provide information about affective and metacognitive factors in literacy acquisition: Because tests focus on product rather than the process, important issues such as the impact of literacy on students' family life, personal growth, effectiveness at work or ability to make changes in students' lives are often unrecognized.

10. Performance-based assessment and competency checklists avoid some of these pitfalls but perpetuate others; a checklist predetermines what is taught; content is often still reductionist in its focus on isolated competencies or behaviors.

11. Testing shapes teaching: The tail wags the dog. If program evaluation is based on test performance, curricula are

inevitably geared t. .ard teaching to the test.

12. Testing and teaching-to-tests reinforces a bottom-up view of literacy. Care should be taken not to undermine the real purposes of literacy instruction: using literacy for real purposes, critical thinking, and linking it to students' experience and prior knowledge.

13. The testing model conflicts with a student-centered model of adult learning. The test-oriented paradigm removes such student control as determining the goals, objectives, and content of learning; students do not participate in assessing their own learning or using the results of testing models for their own purposes.

Alternative Evaluation

A growing body of research supports the view that the critical evaluation instrument is the teacher rather than the test. In literacy programs, there are increasing calls for changes in existing evaluation practices by researchers and practitioners. Due to the "state of the art" in family literacy programs, by definition, the evaluation of family literacy programs can be described as formative in nature (Ryan, 1991).

Auerbach (1990) describes effective alternative evaluation for

family literacy programs. Alternative evaluation in family literacy programs is:

1. **Contextualized**: Literacy is a socio-cultural activity, directing assessment toward real-life contexts in relation to tasks, strategies, and purposes; the ability to make changes and take action is valued over test results.
2. **Qualitative**: Literacy evaluation involves reflective description; evaluation must attempt to capture the richness and complexity of metacognitive and affective factors.
3. **Process-oriented**: Literacy evaluation is concerned with looking at how and why learners develop instead of focusing only on results.
4. **Ongoing and integrated with instruction**: Evaluation of literacy continues throughout instruction; purposes include self-assessment, placement, program monitoring, materials selection, curriculum design, and teaching.
5. **Supportive**: Students may select texts which they are able to read and want to participate in; it focuses on students' strengths rather than their weaknesses.
6. **Done *with*, not *to* students**: Students are active

participants and co-investigators in determining and describing their own literacy practices.

7. **Two-way**: Students and teachers evaluate each other and take mutual responsibility for evaluation; many perspectives are included.
8. **Open-ended**: Instead of predetermining all acceptable outcomes, evaluation leaves room for and values the unexpected.
9. **Variable and context-specific**: Forms of assessment may vary from group to group according to teaching context, learners' needs, goals, and purposes.

Darling and Hayes (1989) suggest the use of anecdotal records as evaluation tools for family literacy in the following areas:

1. Reasons for participation in the programs
2. Recruitment of parents
3. Reasons parents remained in the program
4. The importance of the group
5. The importance of attendance

6. Program effects on parents in various roles:
    a. As a student
    b. As a parent
    c. As a worker
    d. As a person in general
7. Program effects on children
8. Program effects on other family members
9. Responses to program components
10. Reasons given why some parents chose not to enroll
11. Recommendations about changing the program
12. Reports by site staff
13. Accomplishments of children
14. Illustrative problems encountered.

Portfolios

Sticht (1990) suggests portfolio development as an alternative assessment and evaluation. Students as well as others in fields of creative endeavor (artists, designers, and models) develop portfolios; students' portfolios contain samples of their reading, writing, and math. Teachers, learners, and peers meet periodically to discuss the student's work and progress. A portfolio may contain both in-class and out-of-class

work; it may also contain collections of writing, lists and collections of materials read, and lists of real-life tasks completed.

In order for family literacy programs to tailor programs specific to the learners' interests, goals, and strengths, and to focus on metacognitive strategies for literacy tasks, Ryan (1991) recommends that a portfolio for each student contain a summary of standardized test results as well as (1) specific required samples to allow for normative comparisons, (2) work samples selected by the instructor, and (3) work samples selected by the student. Each of the 3 areas would then have specific performance objectives based on the participant's goals; the performance objectives would be designed by the participant and instructor. Ryan provides a sample outline of goals and objectives suitable for portfolios in family literacy programs. (See Appendix C.)

STATEMENT OF OBJECTIVES

Based on a review of the literature, and on a need for understanding and promoting family and intergenerational literacy programs, the author proposed to:

1. Examine existing curriculum materials and create a directory of available materials suited to family and intergenerational literacy programs.
2. Examine and adapt formative evaluation forms for use with adults in family and intergenerational literacy programs.
3. Develop and critique materials designed to increase understanding of family and intergenerational literacy programs and to promote programs.

PROCEDURE

The author examined materials suited to adult curricula and parenting issues for use in family and intergenerational literacy programs from a variety of sources including: local public libraries, publishing companies, literacy organizations, the National Clearinghouse for Literacy Education, the Adult Learning and Literacy Clearinghouse, and the U.S. Department of Education. The author then compiled a Directory for Practitioners in Family and Intergenerational Literacy programs (Appendix D). Results from a survey of publishing houses have been synthesized on a chart to assist others in their search for appropriate literacy materials. Current addresses and toll-free telephone numbers have been provided, where available, in the Catalog of Publishers (Appendix E).

The author then examined formative evaluation ideology and suggestions, including a reading readiness questionnaire, parent evaluation forms (in English and in Spanish), client information sheet including goals and objectives, a student assessment form, and a parent rating scale. Although the author's original intent was to adapt these evaluation forms, the Illinois letter (Appendix J, page 139) requested that no alterations be made. Providers desiring to use these forms in their

programs should request permission to do so.

Literacy providers from the Northern Utah Literacy Coalition were asked to indicate the usefulness of each evaluation form for the students in their program; they were also asked to indicate their preferences of the five evaluation forms. Ten forms were mailed out; 30% were returned by the deadline. The results of this survey are included in Appendix F.

Materials suitable for use in presentations include the typology diagrams, definitions, and selected quotations dealing with literacy. An evaluation form is included to shape further presentations on family and intergenerational literacy (Appendix G).

Guidelines and samples of forms suitable for use in portfolio evaluations have been collected and assembled in Appendix H, including portfolio entry identification tags designed by the author.

Appendix I contains members of the Northern Utah Literacy Coalition's evaluation of curriculum for family and intergenerational literacy programs.

Several family literacy agencies in the midwest were willing to share their evaluation forms for formative evaluation (Appendix J).

Samples of reproducible materials and order blanks for literacy materials are found in Appendix K.

PROJECT EVALUATION

Objective 1. The author proposed to examine existing curriculum materials and create a directory of available materials suited to family and intergenerational literacy programs.

The author asked teachers in the Northern Utah Literacy Coalition to critique curriculum and give input as to the effectiveness of curriculum materials now in use in family and intergenerational literacy programs. The publishing houses New Readers Press and Steck-Vaughn received high and favorable ratings on their literacy materials. Selection and preference of materials varies from program to program. Further evaluation results are provided in Appendix I.

Objective 2. The author proposed to examine and adapt formative evaluation forms for use with adults in family and intergenerational literacy programs.

The author requested evaluation forms from literacy agencies listed in Appendix F. Permission to adapt the forms was not granted. The author surveyed members of the Northern Utah Literacy Coalition to indicate preferences for formative evaluations. Results show that the

evaluation varies with program types. Several agencies have granted permission to use their evaluation forms; these are included in Appendix J.

Objective 3. The author proposed to develop and critique materials designed to increase understanding of family and intergenerational literacy programs and to promote programs.

The author has developed materials for use in presentations to increase understanding of family and intergenerational literacy programs. The author has submitted a proposal for presenters to the Utah State Light on Literacy Conference in February. Feedback from the evaluation form will assist the author in implementing and improving presentation materials (Appendix G).

RECOMMENDATIONS

In family literacy, emphasis must be placed on the family and its needs first; educational activities should then be designed around those needs. Such emphasis can increase the motivation of participants, change their relationships to schools and the community, and ultimately cause all society to place an increased value on education. The author agrees with the eleven recommendations made in the Illinois Family Literacy Report (1990).

1. Program designers should spend a significant amount of time in program development and planning; student and teacher input must be considered in planning programs.
2. Program designers must be flexible and open to new ideas, implement non-traditional strategies, and continually monitor and revise program goals to meet the needs of the students.
3. Programs must meet the needs of the students and the community.
4. Reasonable goals should be set for literacy programs, and meeting those goals should be documented and and shared.

5. Evaluation strategies should be systematically incorporated into family literacy programs, and results should be used to strengthen individual programs and shared within the field.
6. Staff development should continue to promote the professionalization of the field and ensure that the highest quality services are being provided to the students.
7. Colleagues in family literacy programs should meet regularly to network and exchange important information.
8. Ongoing research on models, design, and evaluation of programs should be supported at local, state, and national levels.
9. Funding for family literacy programs should be provided for incorporating evaluation, enhancing program design, providing staff development, and conducting research.
10. Funding must be made available to all types of programs in order to capitalize on the unique structures and designs of family literacy programs.
11. Those interested in family literacy must become advocates for the highest quality family literacy programs at the local, state, and national levels.

The author also recommends that proponents of family and intergenerational literacy programs follow the guidelines set forth in the **TREC** model which was adopted in 1992 for the Teacher Education Program at Weber State University.

Teachers in family and intergenerational literacy programs must continue to:

Reflect on practice by evaluating relevant choices for teaching, deciding and acting on the preferred choice, then reevaluating the choice in the light of its effectiveness for the family literacy program.

Engage the learner, through meaningful learning experiences, in improving literacy practice, attitudes, and skills; and

Collaborate for growth by networking with other literacy agencies at the local, state, and national levels.

Table 6

TREC Model

SUMMARY

The major products of this project are (1) a directory of materials for family and intergenerational literacy practitioners, (2) a collection of formative evaluation forms, and (3) presentation materials designed to increase understanding of family and intergenerational literacy programs and to promote programs.

All project objectives have been fulfilled. Recommendations have been made that the author feels will be of most value in guiding the continuing development of family and intergenerational literacy programs.

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Appendix A

National Education Goals: America 2000

By the Year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U. S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

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Appendix B

Eight Predominant Models of Adult Testing

Test	Acronym	Purpose	Norms	Administration
Adult Basic Learning Examination	**ABLE**	To measure basic skills	Children & Adults	Groups
Basic English Skills Test	**BEST**	To measure English language skills	Not Reported	Individuals
CASAS Adult Life Skills-Reading	**CASAS/ READ**	To measure life skills in reading	Adults	Groups
CASAS Adult Life Skills Listening	**CASAS/ LISTEN**	To measure life skills in listening	Adults	Groups
English as a Second Language Oral Assessment	**ESLOA**	To measure English language skills	Not Reported	Individuals
GED Official Practice Tests	**GED/ PRAC**	To measure readiness for GED testing	Youth/Adults	Groups
Reading Evaluation Adult Diagnosis	**READ**	To measure reading reading needs and progress	Not Reported	Individuals
Tests of Adult Basic Education	**TABE**	To measure basic skills achievement	Child/Adult	Groups

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Appendix C

Family Literacy Portfolios: Outline of Goals and Objectives

Goal I: To improve participant's functional literacy skills in reading and writing (adult)

Goal II: To help child become a more strategic reader through the help of the child's parent (adult-child component)

A. Participant will read newspaper articles, novels, children's literature, job applications, textbooks, cookbooks, and poetry of interest to the participant (adult)

B. Participant will write summaries and/or evaluations of newspaper articles, novels, children's literature, job applications, textbooks, cookbooks, and poetry of interest to the participant (adult)

C. Participant will increase the amount of time spent reading and/or story telling to the participant's child (adult-child)

D. Participant will become aware of reading strategies (prediction, topic familiarity, questioning, re-telling) to use to help the participant's child become a more strategic reader

Ryan, K.E. (1991). An evaluation framework for family literacy programs.

(ERIC Document Reproduction Service No. ED 331 029)

Appendix D

Directory for Practitioners

in Family and Intergenerational Literacy Programs

Source:	Description:
Alliance for Parental Involvement in Education P. O. Box 59, East Chatham New York, NY 12060-0059 (518) 392-6900	Information about family education services, newsletter, resource catalog, workshops, and conferences.
ASPIRA Association, Inc. 1112 16th Street NW, Suite 340 Washington, DC 20036 (202) 835-3600	A national hispanic education leadership organization, produces booklets to help Hispanic parents with their children's education.
Barbara Bush Foundation for Family Literacy 1002 Wisconsin Avenue, NW Washington, DC 20036 (202) 338-2006	Pamphlet: "Barbara Bush' s Family Reading Tips," mission and activities descriptions.
Channing L. Bete Co., Inc. South Deerfield, MA 01373 1-800-628-7733	Low-cost scriptographic publications, including titles in the Parent and School Partnership Series (available in English and Spanish): "About Parenting," "Kids and Discipline," "Kids and TV," "Latchkey Kids," "Raising Drug-Free Kids,"

Channing L. Bete Co., Inc. (Continued from previous page)	"Stress-less Parenting," "Your Child's Education," and "Your Child's Emotional Health." Other titles include: "Academic Survival," "Anger," "Child Development," "Depression," "Learning Disabilities," "Parents and Stress," and "Your Child's Summer Vacation." Request catalog.
Consumer Information Center P. O. Box 100 Pueblo, CO 81002	Request catalog of free and low-cost publications including; "Children + Parents + Arts," "Help your Child do Better in School," "Helping Your Child Use the Library," "Dealing with the Angry Child," "Feeding Baby: Nature and Nurture," Growing Up Drug Free," "Handbook on Child Support Enforcement," "Timeless Classics, and "When Parents Divorce."
Council for Educational Development and Research 1201 16th Street, NW Washington, DC 20036 (202) 223-1593	Programs and materials, including parent involvement information, useful for educators and parents.

Family Information Services
12565 Jefferson Street, NE
Suite 102
Minneapolis, MN 55434
1-800-852-8112

A monthly "Workshop by Mail" providing audio-taped interviews, research updates, resource materials, parent education techniques, family education strategies, reproducible newsletter copy, transparency masters, handouts, and activities. Subscription fee.

GED on TV
The Kentucky Network
Enterprise Division
560 Cooper Drive
Lexington, KY 40502-2200
1-800-354-9067 (out-of-state calls)
1-800-432-0951 (within Kentucky)

Quarterly newsletter, distributed free to adult educators and those with related interests.

Family Literacy Bell Atlantic/
ALA Project
American Library Association
50 East Huron Street
Chicago, IL 60611
(312) 944-6780

Bookmarks, lapel pins, reproducible fact sheets:
"How to Start a Dial-a-Story,"
"How to Recruit Participants Using Nonprint Media,"
"Libraries and Local Business Partnerships,"
"Connections for Family Literacy,"
"How to Write in Plain English," and
"Developing a Family Literacy Program."

Head Start Program
U. S. Department of Health
and Human Services
Washington, DC 20201-0001

Booklet: Promoting Family Literacy Through Head Start.

Hispanic Policy Development Project (HPDP)
250 Park Avenue South
Suite 5000 A
New York, NY 10003
(212) 525-9323

Publication highlighting successful strategies for working with Latino parents.

The Home and School Institute (HSI)
Special Projects Office
1201 16th Street, NW
Washington, DC 20036
(202) 466-3633

Practical self-help programs to unite the educational resources of the home, school, and community.

Institute for Responsive Education (IRE)
605 Commonwealth Avenue
Boston, MA 02215
(617) 353-3309

Journal: Equity and Choice, helps schools become more responsive to citizen and parent involvement and concerns.

International Reading Association (IRA)
800 Barksdale Road
Newark, DE 19704-8139
(302) 731-1600

Information on literacy and helping parents develop lifelong reading habits with their children, including brochures:
"Your Home is Your Child's First School,"
"You Can Encourage Your Child to Read,"
"Good Books Make Reading Fun for Your Child,"
"Summer Reading is Important,"
"You Can Use Television to Stimulate Your Child's Reading Habits,"
"Studying: A Key to Success--Ways Parents Can Help,"
"You Can Help Your Child in Reading Using the Newspaper,"

International Reading Association (IRA) (Continued from previous page)	"Eating Well Can Help Your Child Learn Better," "You Can Help Your Child Connect Reading to Writing," "Literacy Development and Early Childhood," and "99 Favorite Paperbacks." Some titles are also available in French and Spanish.
Mexican American Legal Defense and Educational Fund (MALDEF) 634 South Spring Street 11th Floor Los Angeles, CA 90014 (213) 629-2512	Parent Leadership Program for promoting the participation of Latino parents as leaders in their children's schools.
National Association for the Education of Young Children (NAEYC) 1834 Connecticut Avenue, NW Washington, DC 20009 (202) 232-8777	Resources on child development, early childhood education, and parent involvement. Free catalog.
National Association of Partners in Education 209 Madison Street, Suite 401 Alexandria, VA 22314 (703) 836-4880	Assists individuals and groups in starting school volunteer programs and business-education partnerships.
National Black Child Development Institute 1463 Rhode Island Avenue, NW Washington, DC 20005 (202) 387-1281	Advocacy campaigns to improve the quality of life for black children and youth. Family and early childhood education emphasized; speakers and publications available.

The National Center for Family Literacy 401 South 4th Avenue, Suite 610 Louisville, KY 40202-3449 (502) 584-1133	Resources (publications and videotape), staff development and workshops.
National Center on Adult Literacy (NCAL) University of Pennsylvania Philadelphia, PA 19104-6216 (215) 898-2100	Quarterly newsletter: NCAL Connections.
National Coalition for Parent Involvement in Education Box 39, 1201 16th Street, NW Washington, DC 20036	Free brochure: "Developing Family/School Partnerships: Guidelines for Schools and School Districts." Send stamped, self-addressed, business-sized envelope.
National Coalition of Title 1/ Chapter I Parents (National Parent Center) Edmonds School Building 9th and D Streets, NE Washington, DC 20002 (202) 547-9286	Newsletter, training, conferences. Provides a voice for Chapter I parents at the federal, regional, state, and local levels.
National Committee for Citizens in Education 10840 Little Patuxent Parkway Suite 301 Columbia, MD 21044 1-800-NETWORK	Publications for parents and information for parents with school problems.

National Committee for the Prevention of Child Abuse
Fulfillment Center
200 State Road
South Deerfield, MA 01373-0200
1-800-835-2671

Information on parenting, discipline, education, child abuse, stress, self-esteem, and child growth and development. Request catalog.

National Council of La Raza
810 First Street, NE
Suite 300
Washington, DC 20002-4205
(202) 289-1380

Provides technical assistance to community-based groups, including tutoring services and parental education.

National Information Center for Children and Youth with Handicaps
P. O. Box 1492
Washington, DC 20013
1-800-999-5599

Provides information on local, state, and national disability groups, maintains databases, publishes News Digest and Parent Guides.

Parent-Teacher Associations
Publications List
National PTA
Department D
700 North Rush Street
Chicago, IL 60611-2571

Resources and materials that can be used at home to support children's learning. Send a stamped, business-sized, self-addressed envelope. Local PTA's may also have the List.

Parents as Teachers National Center (PAT)
University of Missouri-St. Louis
Marillac Hall
8001 Natural Bridge Road
St. Louis, MO 63121-4499
(314) 553-5738

Encourages parents to think of themselves as children's first and most influential teachers. Provides information and training to parents, supports public policy initiatives, and offers parent educator certification.

Parent Training and Information Centers, and Technical Assistance to Parent Projects
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915

Provides parent training and information to enable parents to participate more effectively in meeting the needs of children with disabilities.

Pinellas Adult and Community Education (PACE)
Tomlinson Adult Learning Center
296 Mirror Lake Drive, N
St. Petersburg, FL 33701
(813) 893-2723

Section 353 Demonstration Projects:
Together We Learn: Parent Involvement Program, and
Reading Together: Power for Parents Through Reading Aloud.

Steck-Vaughn Company
P. O. Box 26015
Austin, TX 78755
1-800-531-5015

Free booklet:
Hand in Hand: A Partnership for Parents and Teachers.

FEDERAL AGENCIES

Department of Health and Human Services
Office of Human Development Services
200 Independence Avenue, SW
Washington, DC 20201
(202) 245-0347

>Administration for Children, Youth, and Families

Department of Agriculture
Extension Service
3443 South Building
Washington, DC 20025
(202) 447-2018

>Human Development and Family Relations

Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-7240
(202) 732-2396

>Adult Learning and Literacy (ALL) Clearinghouse

Congressional Research Service
The Library of Congress;
National Literacy Act of 1991:
Major Provisions of P.L. 102-73.

>Center on Families, Communities, Schools, and Children's Learning
(617) 353-3309

>Compensatory Education Programs, Office of Elementary and Secondary Education
(202) 401-1682

>Division of Adult Education and Literacy (DAEL)

>National Research Center on Education in the Inner Cities
(215) 787-3001

>Office of Bilingual Education and Minority Languages Affairs
(202) 732-5063

>Office of Educational Research and Improvement (OERI)
(202) 219-2050

Brochures:
"How Can I Be Involved in My Child's Education?",
"How Can I Improve My Child's Reading?",
"How Can Parents Model Good Listening Skills?",
"How Can We Help Children Learn to Be Responsible Citizens?",
"How Do I Know If My Child's Teacher is Qualified?",
"How Important is Homework?",

>Office of Educational Research and Improvement (OERI)
(Continued from previous page)

"Should Gifted Students Be Grade Advanced?",
"What Do Parents Need to Know About Children's Television Viewing?",
"What is a Quality Preschool Program?", and
"How Can I Help My Child Learn Geography?"

>Office of Vocational and Adult Education (OVAE)

>Southwest Educational Development Laboratory
(215) 476-6861

>White House Initiative on Hispanic Education
(202) 401-3008

CLEARINGHOUSES

ERIC Clearinghouse on Educational Management
University of Oregon
1787 Agate Street
Eugene, OR 97403-5207
(503) 346-5043

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois, College of Education
805 W Pennsylvania Avenue
Urbana, IL 61801-4897
(217) 333-1386

ERIC Clearinghouse on Rural Education and Small Schools
Appalachia Educational Laboratory
1031 Quarrier Street
P. O. Box 1348
Charleston, WV 25325-1348
1-800-624-9120

Reproducible articles in English and Spanish (12 articles).

ERIC Clearinghouse on Urban Education
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 W 120th Street
New York, NY 10027-9998
(212) 678-3433

ERIC National Clearinghouse on Literacy Education (NCLE)
1118 22nd Street, NW
Washington, DC 20037

NCLE Notes--Free newsletter published twice yearly.

STATE RESOURCE

Utah Office of Education
Adult Education Services
250 E 500 S
Salt Lake City, UT 84111
(801) 538-7844

Publications, conferences, workshops, newsletter.

LOCAL RESOURCES

The Child Abuse Prevention Council
457 26th Street (Rear)
Ogden, UT 84401
(801) 399-8430

Printed materials and programs.

Family Support Center of Ogden
622 23rd Street
Ogden, UT 84401
(801) 393-3113

Crisis nursery, parenting classes, outreach program, teen parents, speakers bureau, 24-hour hotline: (801) 393-6666.

SEEK
(Standard Examiner Educates Kids)
P. O. Box 951
Ogden, UT 84402
(801) 394-7111

Parent Guide:
Family Focus: Reading and Learning Together.

Weber County Department of Substance Abuse 2650 Lincoln Avenue, Room 134 Ogden, UT 84401 (801) 625-3650	Parent tips, parent newsletter.
Your Community Connection 2261 Adams Avenue Ogden, UT 84401 (801) 394-9456	Programs, literacy, G.E.D., parent support groups, legal assistance, self-esteem, preschool.

Appendix E

Publishers Who Responded to the Mini-Survey

of Family and Intergenerational Literacy Materials

Addresses are current as of November, 1992.

Children's Press
5440 North Cumberland Avenue
Chicago, IL 60656-1469
(312) 693-0800
1-800-621-1115

Educational Design, Inc.
47 West 13th Street
New York, NY 10011
1-800-221-9372

Fearon/Janus/Quercus
(Formerly Fearon Education/David S. Lake and Janus Book Publishers)
500 Harbor Boulevard
Belmont, CA 94002
(415) 592-7810
1-800-877-4283

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19714-8139
(302) 731-1600

Jamestown Publishers
P. O. Box 9168
Providence, RI 02940
1-800-USA READ

Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13203
(315) 445-8000
(FAX) 315-445-8006

National Clearinghouse on Literacy Education (NCLE)
(Formerly Center for Applied Linguistics)
1118 22nd Street, NW
Washington, DC 20037
(202) 429-9292 (extension 200)

New Readers Press
P. O. Box 888
Syracuse, NY 13210
(315) 422-9121
1-800-448-8878
(FAX) 315-422-5561

Perfection Learning
1000 North Second Avenue
Logan, IA 51546-1099
1-800-831-4190 from the 50 states and Canada
1-712-644-2831 from outside the U.S.A.
(FAX) 1-712-644-2392

Regents/Prentice Hall/Allyn & Bacon
(Formerly Cambridge Publishers)
Rt. 9 W
Englewood cliffs, NJ 07632
1-800-922-0579

Scott, Foresman and Company
Lifelong Learning Division
1900 E. Lake Avenue
Glenview, IL 60025
(708) 729-3000

Steck-Vaughn Company
P. O. Box 26015
Austin, TX 78755
(512) 343-8227
1-800-531-5015
(FAX) 1-512-343-6854

Weber State University/Standard Examiner
Family Literacy Project
c/o Weber State University
3750 Harrison Boulevard
Ogden, UT 84408-1302
October 21, 1992

New Readers Press
Department 53, P. O. Box 888
Syracuse, NY 13210-0888

Attention: Marketing and Research

Dear Sirs:

As a part of my Master of Education project Family and Intergenerational Literacy Programs: Adult Curricula and Evaluation, I wish to include an appendix of resources available for family literacy programs. The results of this mini-survey will be made available to offer technical assistance to others in the fields of intergenerational and family literacy.

Will you please complete the enclosed questionnaire and return it to my attention at the above address by **November 25, 1992**.

Will you also please add the Weber State University/ Standard Examiner Family Literacy Project to your mailing list if it is not already included.

Thank you for your assistance.

Sincerely yours,

MINI-SURVEY: FAMILY AND INTERGENERATIONAL LITERACY MATERIALS--1992

Do you have the following in your family literacy materials:	YES	NO
1. A catalog section entitled "Family Literacy"?		
2. If so, since what year? 19_____.	XXX	XXX
3. Approximate reading levels in descriptions of materials?		
4. Books for pre-schoolers?		
5. Multicultural consideration/subject matter?		
6. Parenting issues, general?		
7. Parenting issues for parents of infants (0-2)?		
8. Parenting issues for parents of preschoolers (3-5)?		
9. Parenting issues for parents of children ages 5-12?		
10. Parenting issues for parents of teenagers?		
11. General Educational Development (G. E. D.) materials?		
12. Vocational/career literature?		
13. Adult Basic Education (A. B. E.) materials?		
14. English as a Second Language (E. S. L.) materials?		
15. Materials available in foreign languages? If yes, please list.		
16. Other specialized materials pertaining to family literacy? If yes, please describe.		

Thank you for your participation in this mini-survey. Please return the completed questionnaire by November 25, 1992, to:

Mrs. Constance L. Poulton
c/o Weber State University/Standard Examiner
Family Literacy Project
Weber State University
3750 Harrison Boulevard
Ogden, Utah 84408-1302

Is your address correct ?

Toll-free telephone number:

1-800-

Mini-Survey Responses--Family and Intergenerational Literacy Materials--1992

Provisions in Publications / Publishers	Children's Press	Educational Designs, Inc.	Fearon/Janus/Quercus	International Reading Association	Jamestown Publishers	Literacy Volunteers of America	National Clearinghouse on Literacy Education	New Readers Press	Perfection Learning	Regents/Prentice-Hall/ Allyn-Bacon	Scott, Foresman and Company	Steck-Vaughn
1. Family Literacy						X		X				X
1a. Since 19__						88		90				92
2. Reading Levels		X	X		X	X		X	X		X	X
3. Preschool Books								X	X		X	
4. Multicultural Issues	X	X	X	X	X	X	X	X	X	X	X	X
5. Parenting, General	X	X		X		X		X			X	
6. Infants (0-2)		X		X				X				
7. Preschoolers (3-5)			X	X		X		X				
8. Children (5-12)		X		X		X		X			X	
9. Teenagers (13-19)		X	X	X		X		X			X	
10. G. E. D.		X	X		X		X			X		X
11. Vocational/Career		X	X		X	X	X		X	X		
12. A. B. E.		X	X	X	X	X	X	X		X		X
13. E. S. L.		X		X	X	X	X	X	X	X	X	X
14. Foreign Languages				X		X		X	X		X	X
15. Specialized Family Literacy				X		X	X	X	X			

11. G. E. D. = General Educational Development
12. A. B. E. = Adult Basic Education
13. E. S. L. = English as a Second Language

Comments added to the survey include:

Do you have the following in your family literacy materials:

1. A catalog section entitled "Family Literacy"?

   (Literacy)--Fearon/Quercus/Janus

1a. If so, since what year?

   Adult catalog--Steck-Vaughn Company

3. Books for preschoolers?

   For administrators--Children's Press

   3-6 + tutoring adult training materials--LVA

   0-8--New Readers Press

   N/A--National Clearinghouse on Literacy Education

   Books range from RL 1 up--Perfection Learning

   0-3--Steck-Vaughn Company

   Not specifically--many books suitable for reading to pre-schoolers--Steck-Vaughn

14. Materials available in foreign languages?

14a. If yes, please list.

   14-some--Perfection Learning

   14-Spanish/English big books--Jamestown Publishers

14. Materials available in foreign languages?

14a. If yes, please list.

Spanish--Children's Press

Commercial Drivers License Series (p. 23)--LVA

Bilingual Make Beliefs (p.13)--LVA

Oxford Picture Dictionary (p. 26)--LVA

LVA = Literacy Volunteers of America

Spanish--New Readers Press

Spanish--Some teaching guides contain Spanish communications to families--Perfection Learning

My World--Spanish-Hispanic stories--Steck-Vaughn

America: Su historia--Steck-Vaughn

15. Other specialized materials pertaining to family literacy?

15a. If yes, please describe.

Reading with Children Inservice Training (p.12)--LVA

How to Add Family Literacy to Your Program (p.12)--LVA

Our items are for practitioners and administrators--National Clearinghouse on Adult Literacy

Training materials for programs--New Readers Press

We are developing a product for home/school connection

which consists of a picture book, a few questions related to the story, synopsis in Spanish, a fun activity and a simple coloring activity. This will be in English and Spanish--Perfection Learning

16. Other specialized materials pertaining to family literacy? Parents as Partners is a research based program to train parents to read with and to train parents to read with and to their children. Book and videos included for non-reading parents. Research shows that kids who have positive experiences with reading prior to school are better readers and better students.--Children's Press

Additional comments written on the surveys included:

See attached catalog pp. 12, 13, 20, 24, 26, 27, 30, 31--Literacy Volunteers of America

This is a very old address. Please read our enclosed products list and newsletter for a more detailed description of who we are and what we provide--National Clearinghouse on Literacy Education (formerly Center for Applied Linguistics).

Weber State University/StandardExaminer
Family Literacy Project
Weber State University
3750 Harrison Boulevard
Ogden, Utah 84408-1302
December 28, 1992

Rend Lake College
Barbara Bauernfeind
Route 1
Ina, Illinois 62'946

Dear Ms. Bauernfeind:

I am in the process of completing my Master of Education project at Weber State University. The title of my project is Family Literacy Programs: Adult Curricula and Evaluation. I saw an example of your adult evaluation materials in the 1990 publication The Mechanics of Success for Families: An Illinois Family Literacy Report. Family Literacy Programs Report # 1. Evaluation Report # 2 and Report # 2. Appendix B (ERIC Document Reproduction Service No. ED 337 052).

I would like to request permission to use your evaluation form as an example in my project. If granted, I would also like to request a clean copy of your adult evaluation form(s).

Will you please send the requested materials to me by January 22, 1993.

Thank you for your assistance in this matter.

Sincerely yours,

Constance L. Poulton

RE: Follow-up questionnaire, parent questionnaire, parent reading record, and other adult evaluation forms pertaining to this project

Family Literacy Agencies Requested to Share Evaluation Materials
12-28-92

Bright Futures
Nanci Scattergood, Contact
Stone Early Education Center
1072 North Street
Chicago, Illinois 60401
(309) 342-5582

Casa Aztlan Reading Circle
Jena Camp, Coordinator
1831 S. Racine
Chicago, Illinois 60608
(312) 666-5508

CEFS Literacy Program
Chris Boyd, Director
101 N. Fourth Street
Effingham, Illinois 62401
(217) 342-2195

CHA-CPL Literacy Initiative
Stateway Gardens Initiative
Tyrone Ward, Site Coordinator
3618 S State Street, Apartment # 105
Chicago, Illinois 60609
(312) 924-4157

Chicago Heights-District 170
Prairie State College District
Karen Retske, Coordinator
Family Literacy Program
140 E 23rd Street
Chicago, Illinois 60609
(708) 756-0008

College of Lake County
Sharron Andresen, Family Literacy Coordinator
19351 West Washington Street
Grayslake, Illinois 60030
(708) 223-6601

Common Place
Christie Rickets, Literacy Coordinator
514 Shelly Street
Peoria, Illinois 61605-1837
(309) 764-3315

Kenan Trust Family Literacy Model Program
Sharon Darling, Director
National Center for Family Literacy
401 South 4th Avenue, Suite 610
Louisville, Kentucky 40202-3449
(502) 584-1133

Latino Youth, Inc.
Rich Rutschman, Executive Director
2905 W Cermak
Chicago, Illinois 60623
(312) 277-0400

La Salle Street Cycle
Greg Darnieder, Executive Director
515 West Oak Street
Chicago, Illinois 60610
(312) 664-0895

Literacy Connection
Hugh Muldoon
John A. Logan Community College
Carterville, Illinois 62918
(618) 985-3741

Literacy Initiative Volunteers
Troy Simpson, Coordinator
South Eastern Illinois Community College
Harrisburgh, Illinois 62946
(618) 252-6376

Project CHOICES
Project READ
Gwen Koehler, Coordinator
200 S Fredrick
Rantoul, Illinois 61866
(217) 893-1318

Reach Out and Read
Bobbie Kruger, Coordinator
5655 South University
Chicago, Illinois 60637
312-955-4108

Rend Lake College
Barbara Bauernfeind
Route 1
Ina, Illinois 62846
(618) 437-5321

Waubonsee Community College and Even Start Program
Connie Dickson, Adult/Literacy Volunteer Project Director
Aurora Campus
5 E Galena
Aurora, Illinois 60506
(708) 892-3334

ILLINOIS LITERACY RESOURCE DEVELOPMENT CENTER

200 S. FREDRICK ST. RANTOUL, IL 61866
1-217-893-1318

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January 8, 1993

Constance L. Poulton
Weber State University/Standard Examiner
Family Literacy Project
3750 Harrison Boulevard
Ogden, Utah, 84408-1302

Dear Ms. Poulton,

We have been forwarded enquiries by you from both Linda Shanks, CEFS and Christie Rickets of Common Place, regarding evaluation materials featured in our reports *The Mechanics of Success for Families, Reports 1 & 2.*

While we welcome readers reproducing this work for distribution, we request that no alterations are made or derivative work be produced from it. When using materials from these reports, please site the ILRDC as the source of information.

We are enclosing a complimentary copy of the Appendix B to Report # 2. It would be helpful if you could let us have the report and page number in any future enquiry.

If you require any more information please contract us at (217) 893 1318.

Yours sincerely,

Thelma Budzienski
Office Assistant, ILRDC

Evaluation Form A

USED BY PERMISSION
Illinois Literacy Resource Development Center
200 S. Fredrick St., Rantoul, IL 61866

Initial Questionnaire
Ready For Reading Partnerships

Date_____ School or Library_____

Name of child receiving packet_____

Child's birthdate_____Sex___Race_____

Name of adult receiving packet_____

Adult's relationship to child_____

Address_____ Telephone No._____

City _____ County_____

Name and telephone number of someone who would know where you are if you move

Name _____ Telephone No._____

1. Does_____ have any brothers or sisters? _____

2. If so, what are their ages? _____

3. We are interested in finding out what part books and reading play in the lives of families with young children. I am sure your days are pretty busy. Do you ever have a chance to spend time reading to _____ or looking at books with him/her? _____(yes or no)

4. About how often
   Several times a day _____
   Once a day _____
   two or three times a week _____
   less than once a week _____

5. Is there anyone else in the household who reads to _____ or looks at books with him/her? _____ (yes or no)

6. What is that person's relationship to the child? _____

7. How often does that person read to the child?
   Several times a day _____
   Once a day _____
   two or three times a week _____
   less than once a week _____

8. Does _____ enjoy looking at books by himself/herself?

9. If yes, about how often does he/she look at books alone?
   Several times a day _____
   Once a day _____
   two or three times a week _____
   less than once a week _____

Evaluation Form A, Continued

10. Does your family own any children's books? _____

11. If so, about how many would you guess you have? 1-5 _____; 6-10_____; 11-20 _____; more than 20_____.

12. Do you ever borrow books from the library?

13. If yes, about how often do you go to the library?
    once a week _____
    twice a month _____
    once a month _____
    less than once a month _____

14. When you have some spare time, do you enjoy reading? _____

15. Would you say you read a lot _____; occasionally _____ rarely _____; never _____.

16. When you were a small child, would you say you were read to everyday _____; occasionally _____; rarely _____; never _____.

Thank you very much for answering these questions. Having this information will help the Ready for Reading Partnerships in its work with parents, children and books.

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Evaluation Form B

Parent Evaluation Form

1. Name:
2. Address:
3. Phone No.
4. Children: Ages:
5. Last grade attended in school
6. How did you hear about our program?
7. What do you think about our program?
8. How can we improve our program?
9. How can we get more people to come to class?
10. Have our classes helped you in anyway in your personal life?
11. What is your opinion about our preschool?
12. How has the preschool affected your child?

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Illinois Literacy Resource
Development Center
200 S. Fredrick St., Rantoul, IL 61866

Evaluation Form B, Continued

Evaluación de padres

1. Nombre:

2. Direction:

3. Telefonó:

4. Hijos/Hijas Edad:

5. Ultimó grado en escuela.

6. ? Comó oyó usted de nuestro programa?

7. ¿Qué piensa usted de nuestro programa?

8. ¿Comó podemos mejorar?

9. ¿Comó obtener mas personas para que vengan mantengan en la clase?

10. ¿Ayudaron nuestras clases en alguna manera en su vida personal?

11. ¿Cúal es su opinion de preschool?

12. ¿Comó afectado en preschool a sus ninos?

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Evaluation Form C

CHOICES

CLIENT'S INFORMATION SHEET

NAME_____

DATE ENTERED PROGRAM_____

DATE LEFT PROGRAM_____(LAST CONTACT DATE W/ESC)

RACE_____ AGE_____ # OF DEPENDENTS BESIDES SELF_____

PRIMARY LANGUAGE_____ U.S. VETERAN_____

TIME OUT OF LABOR FORCE_____ SOURCE OF INCOME_____

HOW LONG HOMELESS_____

FUNCTIONING LEVEL:, I (0-8)_____ II (9-12)_____

METHOD OF ASSESSMENTS:

OBJECTIVES		ACHIEVEMENTS (Check upon completion or patrticiapation)
_____	1. Improve basic skills for personal satisfaction and increased self-confidence	_____
_____	2. Complete Level I or its equivalent	_____
_____	3. Obtain an adult high school diploma	_____
_____	4. Pass GED test	_____
_____	5. Complete program of instruction in:	_____
_____	a. Beginning ESL	_____
_____	b. Intermediate ESL	_____
_____	c. Advanced ESL	_____
_____	6. Enter another education/training program	_____
_____	7. Obtain a job	_____
_____	8. Obtain a better job	_____
_____	9. Remove from public assistance	_____
_____	10. Housing	_____
_____	11. Other	_____
_____	12. Use shelter library	_____
_____	13. Family literacy activities	_____
_____	14. Life skills seminars	_____

REASON FOR LEAVING:

COMMENTS:

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Illinois Literacy Resource Development Center
200 Fredrick St., Rantoul, IL 61866
CHOICES, Project READ, Rantoul, IL

Evaluation Form D

Chicago Public Library
CPL/CHA Literacy Initiative

STATEWAY GARDENS BRANCH
Student Assessment

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Illinois Literacy Resource Development Center
200 S. Fredrick St., Rantoul, IL 61866

1. Are You Learning?

2. How do you know you are learning?

3. What are you reading now, or what have you read lately?

4. What would you like to learn?

5. How do you feel about the teaching method(s)?

6. What would you do to improve the teaching methods?

7. How do you feel about the reading and study program?

8. What would you like to see this program do for you?

9. What will you do with the information you have learned here?

10. Do you feel it is important for families to learn together? Why? or Why not?

11. Do you help your children with their homework? If so, how?

Evaluation Form D, Continued

Student Assessment Con't

12. Has what you've learned here been useful for you in working with your children?

13. Do you like working with computers?

14. How have computers helped your studies?

15. How long do you think it will take to reach your goal(s)?

EVALUATION RESULTS

Pre-test Date:_____

SORT Word Recognition_____

READ Reading Comp_____

READ Vocabulary_____

Post-test Date:_____

SORT Word Recognition_____

READ Reading Comp_____

READ Vocabulary_____

Participant's Initials_____

Instructor's Signature_____

Site Supervisor's Signature_____

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Comments_____

Evaluation Form E

KENAN TRUST FAMILY LITERACY PROJECT
Parent Rating Scales

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Illinois Literacy Resource Development Center
200 S. Fredrick St., Rantoul, IL 61866

Model Site: _____

Parent Name: _____

For each of the items below, rate the statement on the degree to which you think it is a true description of this parent. Use the scale listed below for your responses. Circle the number for each item to indicate your judgment.

0. Can't say. Not enough information to judge
1. Is not at all like this
2. Tends not to be like this
3. Is about as much like as not like this
4. Tends to be like this
5. Is very much like this

My best judgment is that the parent named above:

1. Functions at a high academic level.	0	1	2	3	4	5
2. Takes responsibility for complying with routines of the program.	0	1	2	3	4	5
3. Has a stable relationship with adults in her family	0	1	2	3	4	5
4. Has a realistic view of her capabilities.	0	1	2	3	4	5
5. Sets goals and works to accomplish them.	0	1	2	3	4	5
6. Makes significant effort to improve.	0	1	2	3	4	5
7. Lives in a neighborhood which is safe.	0	1	2	3	4	5
8. Has lots of adult friends other than those in class.	0	1	2	3	4	5
9. Has a high level of intellectual ability.	0	1	2	3	4	5
10. Accepts routines of the class and school.	0	1	2	3	4	5
11. Works independently to handle problems.	0	1	2	3	4	5
12. Has lots of obstacles to overcome.	0	1	2	3	4	5
13. Has strong support from family and friends.	0	1	2	3	4	5

Evaluation Form E, Continued

Parent Rating Page 2

0. Can't say. Not enough information to judge.
1. Is not at all like this
2. Tends not to be like this
3. Is about as much like as not like this
4. Tends to be like this
5. Is very much like this

14.	Is able to set long-term goals.	0	1	2	3	4	5
15.	Believes that she has control over her life.	0	1	2	3	4	5
16.	Attends school regularly, and is engaged in work while present.	0	1	2	3	4	5
17.	Maintains a sound, stable relationship with her children.	0	1	2	3	4	5
18.	Believes that work in the program will result in changes in her life.	0	1	2	3	4	5
19.	Has expectations which are not reasonable to accomplish.	0	1	2	3	4	5
20.	Lives in a home setting that is abusive.	0	1	2	3	4	5
21.	Wants to get away from the responsibility for her child.	0	1	2	3	4	5
22.	Has enough family income to live without stress from shortages.	0	1	2	3	4	5
23.	Is willing to work to make changes in life.	0	1	2	3	4	5
24.	Is punctual in work and habits.	0	1	2	3	4	5
25.	Has stable relationships with adults of opposite sex.	0	1	2	3	4	5
26.	Recognizes that short-term goals are means to achieve long-term goals.	0	1	2	3	4	5
27.	Is able to judge what is reasonable to try to accomplish.	0	1	2	3	4	5
28.	Has family members who support her educational efforts.	0	1	2	3	4	5
29.	Uses drugs or alcohol.	0	1	2	3	4	5

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Evaluation Form E, Continued

Parent Rating Page 3

0. Can't say. Not enough information to judge.
1. Is not at all like this
2. Tends not to be like this
3. Is about as much like as not like this
4. Tends to be like this
5. Is very much like this

30.	Works well with other parents.	0	1	2	3	4	5
31.	Is easy in relationships with her child.	0	1	2	3	4	5
32.	Sets goals and works toward them as a way to change.	0	1	2	3	4	5
33.	Believes that power to change rests with some source outside herself.	0	1	2	3	4	5
34.	Identifies personal changes to be made, and works to accomplish those changes.	0	1	2	3	4	5
35.	Makes quick progress in academic tasks.	0	1	2	3	4	5
36.	Believes that personal goals which are set will be accomplished.	0	1	2	3	4	5
37.	Seems genuinely concerned about the future of her children.	0	1	2	3	4	5
38.	Is confident in approach to academic tasks.	0	1	2	3	4	5
39.	Has few, if any threats to her family.	0	1	2	3	4	5
40.	Is able to accept objective judgments of her performance.	0	1	2	3	4	5
41.	Talks about her child's future in terms which seem realistic.	0	1	2	3	4	5
42.	Is willing to learn new ways to deal with her child and family.	0	1	2	3	4	5
43.	Is aware of the effect of her actions on her child.	0	1	2	3	4	5
44.	Works to help other students solve their problems and address their needs.	0	1	2	3	4	5
45.	Uses an effective set of study and learning strategies	0	1	2	3	4	5

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Evaluation Form E, Continued

Parent Rating

0. Can't say. Not enough information to judge.
1. Is not at all like this
2. Tends not to be like this
3. Is about as much like as not like this
4. Tends to be like this
5. Is very much like this

46.	Had a stable family environment while growing up.	0	1	2	3	4	5
47.	Uses language and behaviors with children that demonstrates genuine attention to them.	0	1	2	3	4	5
48.	Demonstrates a good sense of self confidence in relationships with adults.	0	1	2	3	4	5
49.	Is afraid to try new or difficult tasks.	0	1	2	3	4	5
50.	Has a genuine hope that personal and family changes will occur.	0	1	2	3	4	5
51.	Has a spousal or other adult relationship that causes fear of harm to herself or to her children.	0	1	2	3	4	5
52.	Keeps a regular daily schedule for her family and her school work.	0	1	2	3	4	5
53.	Uses abusive or threatening language with her children.	0	1	2	3	4	5
54.	Abuses public assistance programs or services.	0	1	2	3	4	5
55.	Is impatient in dealing with her children.	0	1	2	3	4	5
56.	Shows a temper if she does not get her way.	0	1	2	3	4	5
57.	Seems to brag about her own abilities, but as a cover for low self esteem.	0	1	2	3	4	5
58.	Talks about her future in "grand" terms, but seems to have an unrealistic view of what it takes to achieve those ends.	0	1	2	3	4	5
59.	Gives attention to her personal wishes over the needs or interests of her child.	0	1	2	3	4	5
60.	Expects her children to be successful in their education.	0	1	2	3	4	5

USED BY PERMISSION--ILRDC

Evaluation Survey

Attached are five samples of Family Literacy program evaluations.

Part I: Please indicate the usefulness of each evaluation form for the students in your program. Use the following scale, and circle the numbers below.

1 = Not at all useful
2 = Useful with few students
3 = Useful
4 = Useful with many students
5 = Useful for all students

Form A 1 2 3 4 5
Form B 1 2 3 4 5
Form C 1 2 3 4 5
Form D 1 2 3 4 5
Form E 1 2 3 4 5

Part II: Please rank the five evaluation froms from 1 to 5, with 5 indicating your strongest preference and 1 indicating the least preferred evaluation form.

Form A Rank _____
Form B Rank _____
Form C Rank _____
Form D Rank _____
Form E Rank _____

Part III: Which items do you feel should be eliminated? Give form and item number. What types of items should be added? Please use the reverse side of this form for additional comments.

Thank you for your participation in and valuable input into this survey. You may keep the five sample forms, but please return **this sheet** to me by January 29, 1993.

Connie Poulton, Weber State University
3750 Harrison Boulevard
Ogden, UT 84408-1302.

Three Evaluation Survey responses were received. The author numbered them 1, 2, and 3. The results are as follows:

The respondent to survey 1 rated Form A as 1, Form B as 1, Form C as 5, Form D as 4, and Form E as 2. The rankings given were: Form C,1; Form D, 2; Form E, 3; Form A, 4, and Form B, 5.

The respondent to survey 2 rated Form A as 1, Form B as 3, Form C as 5, Form D as 4, and Form E as 5. The rankings given were: Form A, 1; Form B, 2; Form D, 3; Form E, 4; and Form C, 5.

The respondent to survey 3 rated Form A as 4 or 5, Form B as 3, Form C as 5, Form D as 3, and Form E as 4 or 5. The respondent noted that the ratings for Form A, Form B, and Form C applied if children were included in the program.

The respondent to survey 3 included the following comments:

Form B: The questions seem so general - the student or parent may not give the best response because the questions are not specific enough. For example, # 9 could ask what advertising method worked for this client.. # 12 also needs specificity; in what two ways has your child changed since he has been in our preschool.

Form E. We would not use this form . . . focus of "her" is too narrow. . . statements jump around from one subject to another.

The parent is the child's first teacher, and the teacher is the child's second parent.

~Ancient Chinese Saying

Lin, B. & Yang, J. (1993). [Interview with C. Poulton, Author]. Visiting professors at Weber State University,Ogden, Utah, from Beijing Normal University, China.

abcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyz

Isn't it amazing how we take them for granted, those little black marks on paper! Twenty-six different shapes known as letters, arranged in endless combinations known as words. Lifeless, until someone's eye falls on them.

But then a miracle happens. Along the optic nerve, almost at the speed of light, these tiny symbols are flashed to the brain where they are instantly decoded into ideas, images, concepts, meanings.

The eye's owner is changed too. The little black marks can make him love or hate, laugh or cry, fight or run away. And what do we call this incredible chain of events? Reading.

The spoken word rushes by and is gone, but the written word remains . . .endures. It can be consulted over and over again . . . forever.

--Arthur Gordon, Guidepost Associates

Gordon , A. (1983, August). In Points to ponder. The Reader's Digest, 123, 133-134.

abcdefghijklmnopqrstuvwxyzabcdefghijklmnopqrstuvwxyz

On Reading

Show me a family of readers, and I will show you the people who move the world.

Napoleon

Doan, E. (1960). The speaker's sourcebook. Grand Rapids, MI: Zondervan Publishing House.

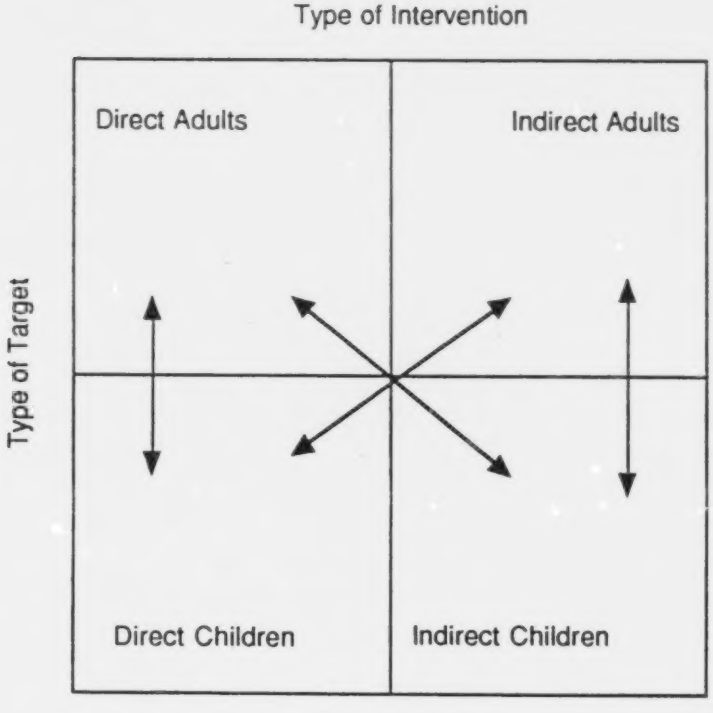
Books

The Silent Influence of Books is a
Mighty Power in the World~
and there is a Joy in Reading them
Known Only to those who Read them with
Desire and Enthusiasm~
Silent Passive and Noiseless though they be
They yet set in Action countless Multitudes
and Change the Order of Nations~

Giles

Copied from the wall of Swen Parson Hall (formerly Swen Parson Library) at Northern Illinois University, De Kalb, Illinois.

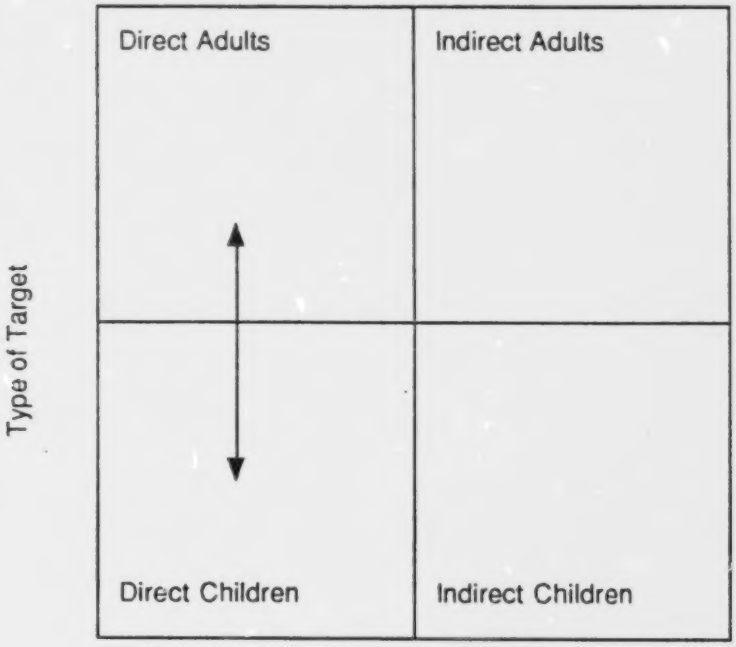
Typology of Family Literacy Programs



Nickse, R. S. (1989). The noises of literacy: An overview of intergenerational and family literacy programs. (ERIC Document Reproduction Service No. ED 308 415)

Typology of Family and Intergenerational Literacy Programs

Type 1 Intervention: Direct Adults-Direct Children



Key Characteristics: Frequency, duration, and integration

Advantages: Parent-child relationships observed, immediate feedback given
High degree of parent-child interaction
Parents and children introduced to the school environment in a non-threatening manner

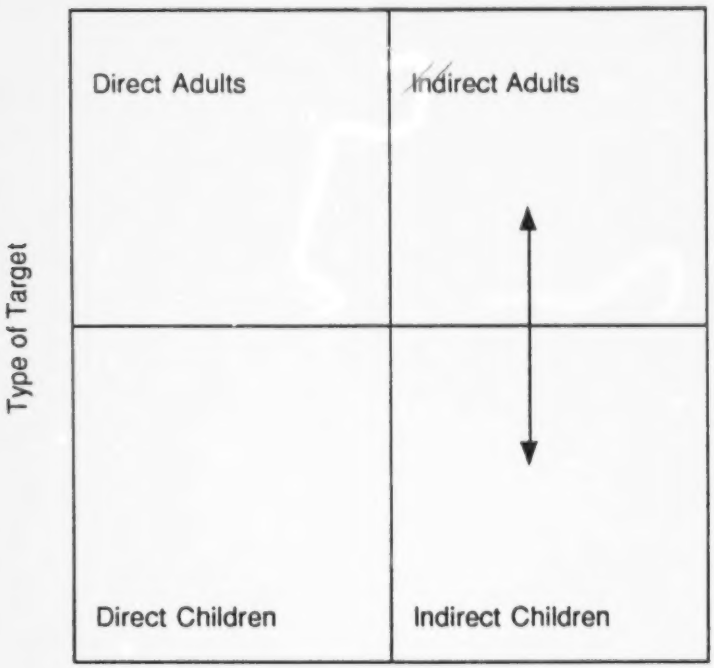
Disadvantages: Appropriate instructional site needed
Dual programming needed for children and adults
A poor model for housebound or working adults

Examples: PACE (Kentucky)
Kenan Family Trust Literacy Project

Nickse, R. S. (1989). The noises of literacy: An overview of intergenerational and family literacy programs. (ERIC Document Reproduction Service No. ED 308 415)

Typology of Family and Intergenerational Literacy Programs

Type 2 Intervention: Indirect Adults-Indirect Children



Key Characteristic: Promotion of literacy for enjoyment

Advantages: Working adults and school-aged children may participate
Does not require full programming or permanent site
Unrelated children and adults may participate

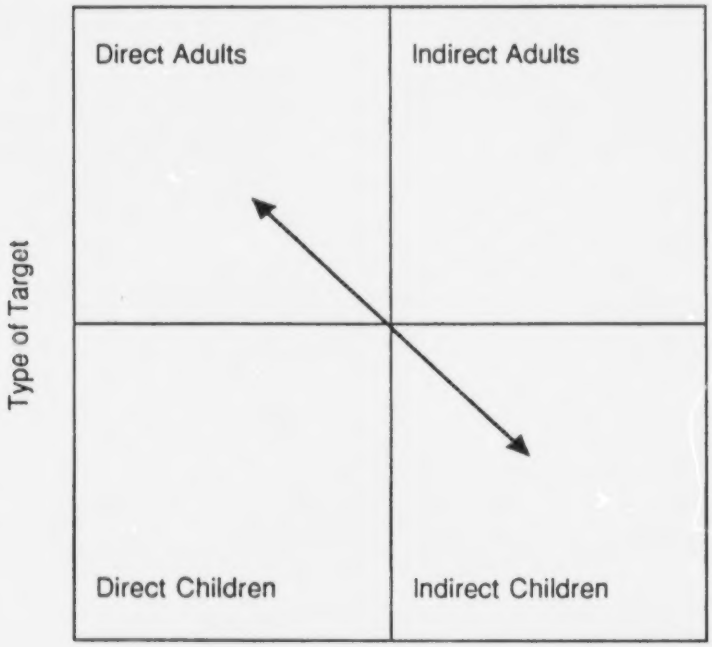
Disadvantages: Does not teach direct reading skills to children or adults
Level of involvement may not be as intense as in Type 1

Examples: Marin County Library, Read Together Programs, Stride Rite Intergenerational Day Care Program, Nissan Family Learning Center

Nickse, R. S. (1989). The noises of literacy: An overview of intergenerational and family literacy programs. (ERIC Document Reproduction Service No. ED 308 415)

Typology of Family and Intergenerational Literacy Programs

Type 3 Intervention: Direct Adults-Indirect Children



Key Characteristics: Adults are the main target for services with children not participating regularly

Advantages: Parents develop relationships with other parents through peer tutoring, no distraction by children

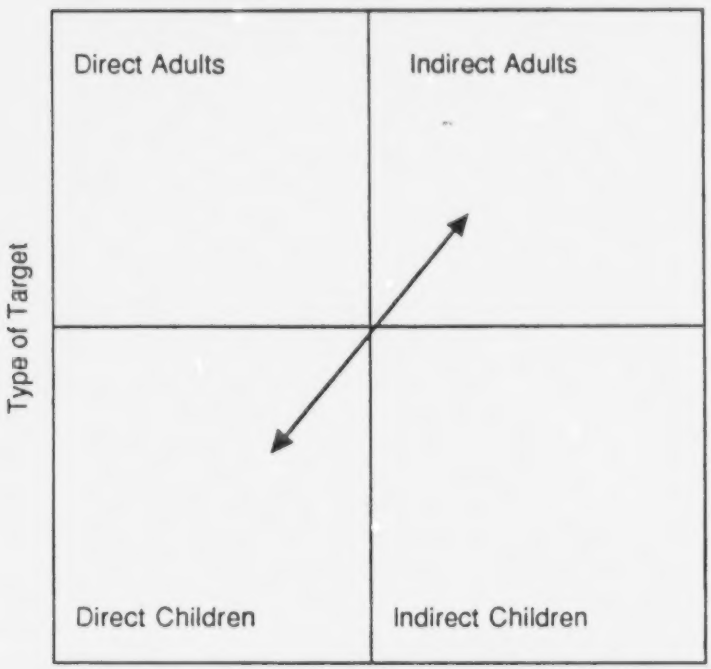
Disadvantages: Staff cannot observe literacy behavior with child

Examples: Family English Programs, Parent Readers Program

Nickse, R. S. (1989). The noises of literacy: An overview of intergenerational and family literacy programs. (ERIC Document Reproduction Service No. ED 308 415)

Typology of Family and Intergenerational Literacy Programs

Type 4 Intervention: Indirect Adults-Direct Children



Key Characteristic: Children are involved directly and are the main target for service

Advantages: Parents learn of their importance in child's literacy development

Disadvantages: Parents' literacy may not be directly addressed
Parents who have a pattern of nonparticipation may not atend

Examples: Elementary and preschool programs, Running Start

Nickse, R. S. (1989). The noises of literacy: An overview of intergenerational and family literacy programs. (ERIC Document Reproduction Service No. ED 308 415)

Definitions of Literacy

A set of measurable skills

A tool for self-improvement, productivity, and economic development

The replication of school-like activity in a family setting

Social practices used in daily life

A means of empowerment

The construction of meaning from experience

Kerka, S. (1991). Family and intergenerational literacy. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction Service No. ED 334 467)

Intergenerational illiteracy cycle:

A lack of basic literacy skills which not only severely limits the quality of adults' (parents') lives and roles in society, but also limits the development of literacy skills in their children

Barbara Bush Foundation for Family Literacy. (1989). First teachers: A family literacy handbook for parents, policy makers, and literacy providers. (ERIC Document Reproduction Service No. ED 322 999)

EVALUATION

Please indicate the effectiveness of this presentation by circling numbers 1 through 5 on the scale.

1 = Very Effective
2 = Somewhat Effective
3 = Effective
4 = Somewhat Ineffective
5 = Very Ineffective

1. The speaker's information was	1	2	3	4	5
2. The handouts were	1	2	3	4	5
3. The visual materials and transparencies were	1	2	3	4	5
4. The entire presentation was	1	2	3	4	5

5. Comments or suggestions:

_____

_____

_____

Your Program: _____

Date: _____

Location: _____

Name of Presenter: _____

Mailing Information If Requesting Information:

Participant Information
Please circle one:

Administrator Funder

Librarian Parent

Teacher Student

Other: _____

Introducing the Family Literacy Portfolio

Questions to answer before you start:

1. What is the purpose of the portfolio?
2. What physical form does the portfolio take?
3. What contents should be included in the portfolio?
4. How often should students add new materials to portfolios?
5. What does the instructor say to the parent and child when selecting entries for their portfolio?
6. Who decides what to include and what not to include?
7. Who owns the portfolio?
8. Who has access to the portfolio?
9. Who will evaluate portfolio contents?
10. What happens to the portfolio at the end of the year?

Popp, R. J. (1992). Family portfolios: Documenting change in parent-child relationships. National Center for Family Literacy. (ERIC Document Reproduction Service No. ED 342 819)

Areas of Assessment in Portfolio Evaluation with Peers, Teachers, and Learners in Family Literacy Programs

I. **Metacognitive**
   - A. Thinking about participant's work
   - B. Planning participant's work
   - C. Evaluating participant's work

II. **Cognitive**
   - A. Vocabulary
   - B. Concept knowledge
   - C. Reasoning processes
   - D. Knowledge of functions and structure of various texts
     1. Notes
     2. Letters
     3. Reports from school
     4. Work materials

III. **Affective**
   - A. Self-understanding
   - B. Self-esteem
   - C. Value of literacy for self, children, and others

Sticht, T. G. (1990). Testing and assessment in Adult Basic Education and English as a Second Language programs. San Diego, CA: Applied Behavioral and Cognitive Sciences, Inc.

Sample Portfolio Contents for Participants in

Family Literacy Programs

Goal: To Improve Participant's Reading and Writing

1. Results of standardized test scores (adult)

2. A dramatic poetry reading by the participant on audio tape (adult)

3. Entry and exit information from a reading interest and usage survey (adult)

4. A self-evaluation of reading and writing skills conducted by the participant in the contexts defined (novels, children's literature, etc.) (adult)

5. Written evaluation of participant reading and writing strengths and weaknesses by instructor and peers (adult)

6. Demonstrations of strategies the parent uses to deal with literacy tasks with the participant's own reading and the child's reading with video or through instructor and peer observation (adult, adult-child)

Note: Portfolios may be designed for any goal area (math, self-esteem, etc.).

Ryan, K. E. (1991). An evaluation framework for family literacy programs. (ERIC Document Reproduction Service No. ED 331 029)

Interview Form of Evaluation for Adults in

Family Literacy Programs

This evaluation may be completed by the student. It may be kept in the portfolio, discussed with the teacher, or discussed with peers.

1. What were your reasons for entering this family literacy program?

2. What are your objectives? (What do you hope to do?)

3. Describe your **reading** behavior before starting this program. (What did you **read**, when, to whom, how often, where, why?)

4. Describe your **writing** behavior before starting this program. (What did you **write**, when, to whom, how often, where, why?)

5. Describe your **math** behavior before starting this program. (Personal finances, helping children with homework, etc.)

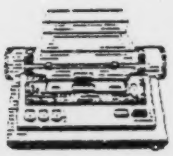
6. At this point in the program, do you see a change in your **reading** behavior? Yes No If yes, please describe.

7. At this point in the program, do you see a change in your **writing** behavior? Yes No If yes, please describe.

8. At this point in the program, do you see a change in your **math** behavior? Yes No If yes, please describe.

Name_____ Date_____

Sticht, T. G. (1990). Testing and assessment in Adult Basic Education and English as a Second Language programs. San Diego, CA: Applied Behavioral and Cognitive Sciences, Inc. (Adapted by C. Poulton, 1992).



October, 1993
Family Literacy Program
Evaluation Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Family A	5 Family B	6 Family C	7	8	9
10	11 Family D	12 Family E	13 Family F	14	15	16
17	18 Family G	19 FamilyH	20 Family I	21	22	23
24	25 Family J	26 Family K	27 Family L	28	29	30
31	Directions: Choose something that the parent and child have done in this month that is typical of what was done during parent and child time. What change does this show in the parent-child relationship? The item will go in your portfolio.					

Family A _____ Family B _____ Family C _____
Family D _____ Family E _____ Family F _____
Family G _____ Family H _____ Family I _____
Family J _____ Family K _____ Family L _____.

Family Identification key

October 1993 Family Literacy Portfolio Evaluation Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	Family A 4	Family B 5	Family C 6	7	8	9
10	Family D 11	Family E 12	Family F 13	14	15	16
17	Family G 18	Family H 19	Family I 20	21	22	23
24	Family J 25	Family K 26	Family L 27	28	29	30
31		115				

Created with CalendarMaker™ by CE Software, 515-224-1995

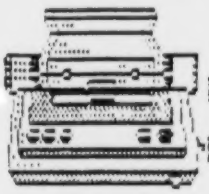
Family Literacy Portfolio Evaluation Summary

Month of _____, 1 9 9 __

Family	Portfolio Entry	Reason for Entry

Comments: _____

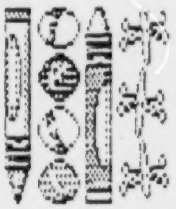
Family Literacy Program



1993

Evaluation Summary

Month of _____



Family	Portfolio Entry	Reason for Entry
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		
L		

Comments:

Portfolio Entry
Month_____, 199_

1. What did you select?

2. How does it show typical participation for the month?

3. What change does it show in the parent-child relationship?

Parent _____

Child_____

Teacher_____
Comments:

Portfolio Entry
Month_____
Year_____

1. What did you select?

2. How does it show typical participation for the month?

3. What change does it show in the parent-child relationship?

Parent_____

Child_____

Teacher_____
Comments:

Portfolio Entry
Month_____, 199_

1. What did you select?

2. How does it show typical participation for the month?

3. What change does it show in the parent-child relationship?

Parent_____

Child_____

Teacher_____

Portfolio Entry
Month_____, 199_

1. What did you select?

2. How does it show typical participation for the month?

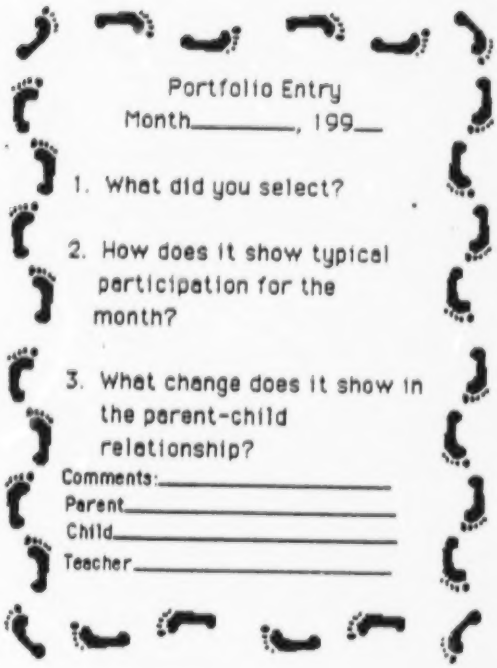
3. What change does it show in the parent-child relationship?

Parent_____

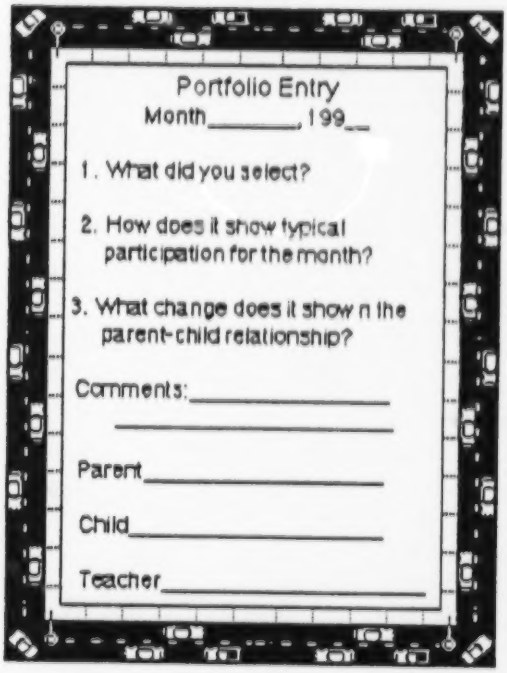
Child_____

Teacher_____

Portfolio Entry
Month_____, 199__
1. What did you select?
2. How does it show typical participation for the month?
3. What change does it show in the parent-child relationship?
Comments:_____
Parent_____
Child_____
Teacher_____


Portfolio Entry
Month_____, 199__
1. What did you select?
2. How does it show typical participation for the month?
3. What change does it show in the parent-child relationship?
Comments:_____
Parent_____
Child_____
Teacher_____

Portfolio Entry
Month_____, 199__
1. What did you select?
2. How does it show typical participation for the month?
3. What change does it show in the parent-child relationship?
Comments:_____
Parent_____
Child_____
Teacher_____


Portfolio Entry
Month_____, 199__
1. What did you select?
2. How does it show typical participation for the month?
3. What change does it show n the parent-child relationship?
Comments:_____
Parent_____
Child_____
Teacher_____

Northern Utah Literacy Coalition

12-2-92

MINI SURVEY: FAMILY AND INTERGENERATIONAL LITERACY MATERIALS-1992

Do you look for the following in your literacy materials:		YES	NO
1.	A catalog section entitled "Family Literacy"?		
2.	If so, since what year? 19____	XXX	XXX
3.	Approximate reading levels in descriptions of materials?		
4.	Books for pre-schoolers?		
5.	Multicultural consideration/subject matter?		
6.	Parenting issues, general?		
7.	Parenting issues for parents of infants (0-2)?		
8.	Parenting issues for parents of pre-schoolers (3-5)?		
9.	Parenting issues for parents of children ages 5-12?		
10.	Parenting issues for parents of teenagers?		
11.	General Educational Development (GED) materials?		
12.	Vocational/career literature?		
13.	Adult Basic Education (ABE) materials?		
14.	English as a Second Language (ESL) materials?		
15.	Materials available in foreign languages?		
15a.	If yes, please list.		
16.	Other specialized materials pertaining to family literacy?		
16a.	If yes, please describe.		

Thank you for your participation in this mini-survey. Please return the completed questionnaire to Connie in person or through the mail by December 10, 1992.

Your program:

Mrs. Constance L. Poulton
c/o Weber State University/Standard Examiner
Family Literacy Project
Weber State University
3750 Harrison Boulevard
Ogden, Utah 84408-1302

Eight Predominant Models of Adult Testing

Test	Acronym	Purpose	Norms	Administration
Adult Basic Learning Examination	**ABLE**	To measure basic skills	Children & Adults	Groups
Basic English Skills Test	**BEST**	To measure English language skills	Not Reported	Individuals
CASAS Adult Life Skills-Reading	**CASAS/ READ**	To measure life skills in reading	Adults	Groups
CASAS Adult Life Skills Listening	**CASAS/ LISTEN**	To measure life skills in listening	Adults	Groups
English as a Second Language Oral Assessment	**ESLOA**	To measure English language skills	Not Reported	Individuals
GED Official Practice Tests	**GED/PRAC**	To measure readiness for GED testing	Youth/Adults	Groups
Reading Evaluation Adult Diagnosis	**READ**	To measure reading reading needs and progress	Not Reported	Individuals
Tests of Adult Basic Education	**TABE**	To measure basic skills achievement	Child/Adult	Groups

Circle those which you use in your literacy program.

Sticht, T. G. (1990). Testing and assessment in Adult Basic Education and English as a Second Language programs. San Diego, CA: Applied Behavioral and Cognitive Sciences, Inc.

Mini Survey Responses--Family and Intergenerational Literacy Materials-1992

Provisions in Publications / Publishers	Educational Designs, Inc.	Fearon/Janus/Quercus	International Reading Association	Jamestown Publishers	Literacy Volunteers of America	National Clearinghouse on Literacy Education	New Readers Press	Perfection Learning	Regents/Prentice-Hall/ Allyn-Bacon	Scott, Foresman and Company	Steck-Vaughn
1. Family Literacy					X		X				X
1a. Since 19__					88		90				92
2 Reading Levels	X	X		X	X		X	X		X	X
3. Preschool Books							X	X		X	
4. Multicultural Issues	X	X	X	X	X	X	X	X	X	X	X
5. Parenting, General	X		X		X		X			X	
6. Infants (0-2)	X		X				X				
7. Preschoolers (3-5)	X		X		X		X				
8. Children (5-12)	X		X		X		X			X	
9. Teenagers (13-19)	X	X	X		X		X			X	
10. G.E.D.	X	X		X		X			X		X
11. Vocational/Career	X	X		X	X	X		X	X		
12. A.B.E.	X	X	X	X	X	X	X		X		X
13. E.S.L.	X		X	X	X	X	X	X	X	X	X
14. Foreign Languages			X		X		X	X		X	X
15. Specialized Family Literacy			X		X	X	X	X			

Which of the above adult curriculum materials does your program use? Please indicate the effectiveness of each. You may use the back of this sheet if necessary.

5 = Very Effective
4 = Somewhat Effective
3 = Effective
2 = Somewhat Ineffective
1 = Ineffective

Name of Publisher	Effectiveness Rating
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5
_____	1 2 3 4 5

Eleven of the thirty surveys mailed to members of the Northern Utah Literacy Coalition were returned with answers, and one was returned unanswered. The results of the **Mini Survey: Family and Intergenerational Literacy Materials-1992** are as follows:

Do you look for the following in your literacy materials:

1. A catalog section entitled "Family Literacy"?

   7-Yes 2-No

2. If so, since what year? 19___?

   No one answered this question.

3. Approximate reading levels in descriptions of materials?

   10-Yes

4. Books for pre-schoolers?

   5-Yes 3-No

5. Multicultural consideration/subject matter?

   10-Yes

6. Parenting issues, general?

   10-Yes

7. Parenting issues for parents of infants (0-2)?

   5-Yes 3-No

8. Parenting issues for parents of pre-schoolers (3-5)?

   5-Yes 3-N0

9. Parenting issues for parents of children ages 5-12?

   7-Yes

10. Parenting issues for parents of teenagers?

    4-Yes 4-No

11. General Educational Development (GED) materials?

    7-Yes 4-No

12. Vocational/career literature?

    9-Yes 1-No

13. Adult Basic Education (ABE) materials?

    10-Yes 1-No

14. English as a Second Language (ESL) materials?

    9-Yes 2-No

15. Materials available in foreign languages?

    4-Yes 3-No

15a. If yes, please list. See comments below.

16. Other specialized materials pertaining to family literacy?

    5-Yes 2-No

16a. If yes, please describe. See comments below.

Comments on the Northern Utah Literacy Coalition mini surveys included answers to these questions:

Do you look for the following in your literacy materials:

#3. Approximate reading levels in descriptions of materials?

Work and adults

#11. General Educational Development (GED) materials?

Pre-GED class

#15a. Materials available in foreign languages? If yes, please list.

Need Spanish, Vietnamese

Spanish/Spanish GED/Spanish

#16a. Other specialized materials pertaining to family literacy? If yes, please describe.

Pre-reading, pre-writing for children. Helping your child succeed in school. Computer info. Children's books in Spanish. How to get involved in your child's education (working with teachers, activity groups).

Use of newspapers

Consumer ed., Am. History

Pre-reading, pre-writing, play, succeeding in school

for child, computer software. Parent involvement in school/skills to work with teachers.

The results of the survey for which of the eight predominant models of adult testing were used yielded the following results: two used ABLE, CASAS/READ, and CASAS/LISTEN; three used the GED official practice tests; and five used the TABE in their programs.

The following comments were also noted on the sheet:

NONE (none of the tests were used)

As soon as we find out publisher, we will begin use to comply with Even Start guidelines.

None--our objective is to make materials and information available. And to help the WSU/SE Family Literacy Project where and when we can.

Informally use this one (READ)

Laubach

Our informal reading inventory

Intake interview

WRAT

One respondent mailed back the entire survey unanswered with a letter explaining that the organization's mission was to identify and

disseminate educational opportunities in the community. The respondent also noted: "I have always thought testing should be done in the least threatening manner possible. No testing is better than that which drives the client away. Perhaps the administering of tests should be addressed."

The third page of the mini survey requested respondents to indicate which of the adult curriculum materials they use in their programs. They were also asked to rate the effectiveness of each publisher's materials with their students according to this scale:

5 = Very effective

4 = Somewhat effective

3 = Effective

2 = Somewhat ineffective

1 = Ineffective

The results follow:

New Readers Press and Steck-Vaughn each received seven votes. New Readers Press had four ratings of 5, one of 4, and two of 3. Steck-Vaughn had six ratings of 5 and one rating of 4.

The International Reading Association received two ratings of 5.

Fearon/Janus/Quercus and Literacy Volunteers of America each

received one rating of 5.

Educational Designs, Inc., Fearon/Janus/Quercus, and Scott, Foresman and Company each received one rating of 4.

Additional ratings of 3 were received by Regents/Prentice-Hall/ Allyn-Bacon and Scott, Foresman and Company.

Written comments to this section of the survey included the following:

I have compiled my own basic curriculum using old text books, weekly readers, magazines, newspapers, etc.

Barrons, Cambridge (GED), Steck-Vaughn-foreign language--no ratings given.

I have need of a good progressive reading system like SRA. I also need high interest readings written on low levels for adults.

NAEYC (National Association for the Education of Young Children)--Provisions 3, 4, 5, 6, 7, & 8--all receiving a rating of 5.

Our literacy program is aimed at children 5-12.

Uses EDI, Regents, Scott F., and Steck-Vaughn--no rating given.

Contemporary Press for ABE and ESL, given a rating of 4.

Jamestown--4 and 5

Slice--4 and 5

REND LAKE COLLEGE 123

INA, ILLINOIS 62846

AREA CODE 618 437-5321

Constance Poulton
Weber State University
3750 Harrison Blvd.
Ogden, UT 84408-1302

Received 1-19-93.

Dear Ms. Poulton:

Thank you for your interest in the Ready for Reading Family Partnership Program. Barbara Bauernfeind is now the Director of the Developmental Skills Center. I assumed the position of Literacy Coordinator in November of 1991. The family literacy program has added a new initiative over the past year working with families that have low literacy skills. Family Partnerships continues to work with parents who possess varying levels of basic skills. These parents have children attending a Pre-K or Head Start classroom. Since the new changes that have taken place, we have updated our old forms. I have enclosed the forms that you requested along with the new intake and evaluation forms.

The Ready for Reading Family Partnership Program now includes a bi-monthly group that meets in each county. Parents in these groups possess reading and math skills below sixth grade levels. The parents work on parenting skills usually for an hour while their children are in a preschool room with volunteers. The last hour parents and children come together for an activity. Adult portfolios and family portfolios are kept as an informal means to access progress (form 4), and a quarterly progress/problem report is maintained for records. A family reading record is also recorded (form 5 and 6). Anecdotal records are also maintained for home visits, to report interactions, etc.(form 7). An intake form is also included for your report (form 8).

The program continues to hold a parent workshop for Pre-K and Head Start parents at the classroom site. One workshop is usually held for each class. This parent group discusses reading with children, emerging literacy skills, and helping children prepare for school. Many times parents are referred to an appropriate adult education class (see form 3). These workshops are an informal way to make parents aware of their own literacy skills.

I hope this information is helpful for your Master of Education project. If you have any further questions please feel free to call my office at (618) 437-5321 or 1-800-369-5321 ext. 341.

Sincerely,

Tina R. Grounds, Coordinator
Ready for Reading Literacy Program

1. We are interested in finding out what part books and reading play in the lives of families with young children. I am sure your days are pretty busy. Do you ever have a chance to spend time reading to your child or looking at books with him/her? yes_____ no_____

2. About how often? several times a day_____
once a day_____
two or three times a week_____
less than once a week_____

3. Is there anyone else in the household who reads to your child or looks at books with him/her? yes_____ no_____

4. What is that person's relationship to the child?_____

5. How often does that person read to the child?
several times a day_____
once a day_____
two or three times a week_____
less than once a week_____

6. Does your child enjoy looking at books by himself/herself?
yes_____ no_____

7. If yes, about how often does he/she look at books alone?
several times a day_____
once a day_____
two or three times a week_____
less than once a week_____

8. Does your family own any children's books? yes_____ no_____

9. If so, about how many would you guess you have? 1-5_____;
6-10_____; 11-20_____; more than 20_____.

10. Do you ever borrow books from the library? yes_____ no_____

11. If yes, about how often do you go to the library?
once a week_____
twice a month_____
once a month_____
less than once a month_____

12. When you have some spare time, do you enjoy reading?
yes_____ no_____

13. Would you say you read: a lot_____; occasionally_____;
rarely_____; never_____.

14. When you were a small child, would you say you were read to everyday_____; occasionally_____; rarely_____; never_____.

Thank you very much for answering these questions. Having this information will help the Ready for Reading Partnerships in its work with parents, children, and books.

Initial Questionnaire
Ready For Reading Partnerships

Date_____ School or Library_____

Information on Child

Name of child receiving packet_____

Birthday_____ Sex_____

Other siblings living in same home

Names	Ages

Name of adult receiving packet_____

Adult's relationship to child_____

Address_____ Phone no._____

City_____ County_____

Do you receive any Public Aid Assistance? yes____ no____
Public Aid no._____

Last grade of school completed: (circle one)
3 4 5 6 7 8 9 10 11 12

Do you have a high school diploma or GED? yes____ no____

Do you have any college education? yes____ no____

Single_____ Separated_____ Married_____

If married: Spouse's name_____

Last grade of school completed: (circle one)
3 4 5 6 7 8 9 10 11 12

Do you have a high school diploma or GED? yes____ no____

Do you have any college education? yes____ no____

Name and phone of someone who would know if you move:

_____ _____

Follow-up Questionnaire
Ready For Reading Partnerships

A few months ago you received your book packet from the Ready For Reading program. After participating, we would like to ask you some follow-up questions.

Date_____ Preschool, Headstart, Other_____ _____

Name of child receiving packet_____

Child's age_____ Your name_____

Address_____ Telephone no._____

City_____ County_____

1. Have you looked at the books with the child?_____
2. About how often are you able to sit down with the child to read or look at the books in the packet or other books?
   several times a day_____
   once a day_____
   two or three times a week_____
   once a week_____
   less than once a week_____
3. Is there anyone else in the household who reads to the child or looks at the books with him/her?_____
4. What is that person's relationship to the child?_____
5. How often does that person read to the child?
   several times a day_____
   once a day_____
   two or three times a week_____
   once a week_____
   less than once a week_____
6. Have others in the family enjoyed the books?_____ If yes, who?
   _____
7. Does the child enjoy looking at the books by himself/herself?_____
8. If yes, about how often does he/she look at books by himself/herself?
   several times a day_____
   once a day_____
   two or three times a week_____
   once a week_____
   less than once a week_____
9. Since receiving the packet of books, have you bought books for your child? yes or no_____

10. About how many children's books would you guess you now have?

    1-5_____; 6-10_____; 11-20_____; more than 20_____

11. Do you ever borrow books from the library?_____

12. If yes, about how often do you go to the library?
    once a week_____
    twice a month_____
    once a month_____
    less than once a month_____

13. Was one of the books in the packet a particular favorite in your home?

    _____ If so, which one?_____

If you would like to add comments that you think might be helpful to us about the packet or how we might better reach parents and children, please tell us or write them here. Thank you so much.

Date_____

Name_____

Address_____ Phone_____

City_____ County_____

Directions to Home_____

_____

_____

Public Aid No._____

Children's Names	Children's Birth Dates
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

I would be interested in more information on:

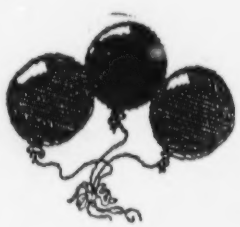
_____ One-on-one tutoring

_____ Group tutoring

_____ GED

I would be interested in volunteering in the Ready for Reading Program.

_____ yes _____ no _____ later



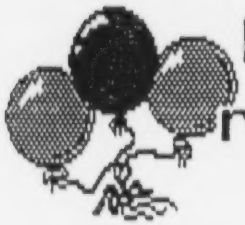
Participant's Name:_____

PROGRESS/PROBLEMS

DECEMBER

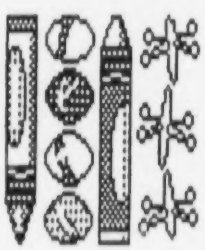
MAY

CHILD



Books we have read together:

Title	Author	Library Book (Check)



CHILD

READING LOG ADULT

Books, newspapers, magazines
I have read.

Title	Author	Library Book (Check)

ANECDOTAL RECORDS

Parent's Name:_____

Child's Name:_____

Date:_____

Child Referrals:_____

Parent Referrals:_____

Parent Name_____
Birth Date _____
Spouse or Friend Name_____
Childrens Name Birthday School

_____

_____

_____

_____

_____

Public Assistance _____ Yes _____ No

Food Stamps _____ Yes _____ No

Public Aid Number_____

Start Now!
Family Goals

What are your goals for your family?

_____

_____

Which goals do you want to meet within this school year?

_____

_____

(Over)

What can my family get from reaching these goals?

_____

_____

What stands in our way?

_____

_____

What do I need to help my family reach these goals--(skills or knowledge required)

_____

_____

Plan of action to reach our goals--(Steps to reach goal)

1. _____
2. _____
3. _____
4. _____
5. _____

PARKLAND COLLEGE
PARKLAND AT RANTOUL Rantoul Adult Education Center
200 S. Fredrick Rantoul, IL 61866 217/893-3038 or 800/252-1108

January 4, 1993

Constance L. Poulton
Weber State University/Standard Examiner
Family Literacy Project
3750 Harrison Boulevard
Ogden, Utah 84408-1302

Dear Ms. Poulton,

I am sending a copy of various evaluation forms that were developed in conjunction with the CHOICES Family Literacy Project at homeless shelters. I have also enclosed a summary of how the form was used. Please feel free to use the evaluation form as an example in your project.

I wish you well on your project.

Sincerely,

Gwen Koehler

Gwen Koehler
Project READ Director

CHOICES

CLIENT'S INFORMATION SHEET

NAME _____

DATE ENTERED PROGRAM _____

DATE LEFT PROGRAM _____ (LAST CONTACT DATE W/ESC)

RACE _____ AGE _____ # OF DEPENDENTS BESIDES SELF _____

PRIMARY LANGUAGE _____ U.S. VETERAN _____

TIME OUT OF LABOR FORCE _____ SOURCE OF INCOME _____

HOW LONG HOMELESS _____

FUNCTIONING LEVEL: I (0-8) _____ II (9-12) _____

METHOD OF ASSESSMENTS:

OBJECTIVES		ACHIEVEMENTS
_____	1. Improve basic skills for personal satisfaction and increased self-confidence	_____
_____	2. Complete level I or its equivalent	_____
_____	3. Obtain an adult high school diploma	_____
_____	4. Pass GED test	_____
_____	5. Complete program of instruction in:	
_____	a. Beginning ESL	_____
_____	b. Intermediate ESL	_____
_____	c. Advanced ESL	_____
_____	6. Enter another education/training	_____
_____	7. Obtain a job	_____
_____	8. Obtain a better job	_____
_____	9. Remove from public assistance	_____
_____	10. Housing	_____
_____	11. Other	_____
_____	12. Use shelter library	_____
_____	13. Family literacy activities	_____
_____	14. Life skills seminars	_____

REASON FOR LEAVING:

COMMENTS:

WHAT'S THE NEXT STEP?

Receive folder of community and shelter services.
Arrange to meet with Sheri on _____.
Take a look at the steps in this booklet.

SHELTER LIBRARY--use the shelter library for leisure and informational reading.

	DATES COMPLETED
___ 1. Obtain a library card.	_____
___ 2. Check out a book from the library.	_____
TITLES: _____	
_____	
_____	
___ 3. Return book to the library.	_____

My favorite books: _____
_____

READ TO YOUR CHILD--help your child become a good reader.

___ 1. Enroll in READ-TO-ME Program.	_____
___ 2. Pick out a book for you and your child.	_____
___ 3. Read a book to your child.	_____
TITLES: _____	
_____	
_____	
___ 4. Complete READ-TO-ME Program.	_____

COMPUTER--use the shelter computer

___ 1. Meet with the Educational Services Coordinator for an orientation to the computer.	_____
___ 2. Use the computer independently.	_____
___ 3. Use the computer with your child.	_____

Our favorite computer activities:

_____
_____
_____

CHILDREN--learn more about your child's abilities.

___ 1. Arrange for a preschool screening. _____
___ 2. Meet with Educational Services Coordinator to discuss your child's needs. _____
___ 3. Gather up the documents you need to enroll your child in school: _____
____Birth Certificate
____Proof of Immunization
____Other _____
___ 4. Enroll your child in school. _____
___ 5. Enroll your child in programs or activities. _____
___ 6. Help your child with her homework. _____
___ 7. Take your child to storyhour at the library. _____
___ 8. Attend a parent's group. _____

EDUCATION--do something for yourself! Take advantage of education opportunities!!

___ 1. Meet with the Education Coordinator to discuss your skills and interests. _____
___ 2. Assess your current skills. _____
___ 3. Learn more about Parkland College, Urbana Adult Education Center, or literacy tutoring. _____
___ 4. Make an appointment with _____. _____
___ 5. Keep the appointment with _____. _____
___ 6. Enroll in a program _____. _____
___ 7. Attend class. _____
___ 8. Take the GED exam. _____

JOB HUNTING--find the job that is right for you!

___ 1. Meet with Education Coordinator to discuss your job goals. _____
___ 2. Contact JTPA. _____
___ 3. Contact CES. _____
___ 4. Review want ads with coordinator. _____
___ 5. Review want ads independently. _____
___ 6. Attend job skills training. _____
___ 7. Prepare a job resume. _____
___ 8. Make appointment for job interview. _____
___ 9. Attend job interview. _____
___10. Obtain a job. _____
___11. Keep a job for duration of stay at the shelter. _____

OTHER GOALS

INDIVIDUAL FAMILY

ILLINOIS LITERACY RESOURCE DEVELOPMENT CENTER

200 S. FREDRICK ST. . RANTOUL, IL 61866
1-217-893-1318

139

January 8, 1993

Constance L. Poulton
Weber State University/Standard Examiner
Family Literacy Project
3750 Harrison Boulevard
Ogden, Utah, 84408-1302

Dear Ms. Poulton,

We have been forwarded enquiries by you from both Linda Shanks, CEFS and Christie Rickets of Common Place, regarding evaluation materials featured in our reports *The Mechanics of Success for Families, Reports 1 & 2.*

While we welcome readers reproducing this work for distribution, we request that no alterations are made or derivative work be produced from it. When using materials from these reports, please site the ILRDC as the source of information.

We are enclosing a complimentary copy of the Appendix B to Report # 2. It would be helpful if you could let us have the report and page number in any future enquiry.

If you require any more information please contract us at (217) 893 1318.

Yours sincerely,

Thelma Budzienski
Office Assistant, ILRDC

Initial Questionnaire
Ready For Reading Partnerships

Date_____ School or Library_____

Name of child receiving packet_____

Child's birthdate_____Sex___Race_____

Name of adult receiving packet_____

Adult's relationship to child_____

Address_____ Telephone No._____

City _____ County_____

Name and telephone number of someone who would know where you are if you move

Name _____ Telephone No._____

1. Does_____ have any brothers or sisters? _____

2. If so, what are their ages? _____

3. We are interested in finding out what part books and reading play in the lives of families with young children. I am sure your days are pretty busy. Do you ever have a chance to spend time reading to _____ or looking at books with him/her? _____(yes or no)

4. About how often
   Several times a day _____
   Once a day _____
   two or three times a week _____
   less than once a week _____

5. Is there anyone else in the household who reads to _____ or looks at books with him/her? _____ (yes or no)

6. What is that person's relationship to the child? _____

7. How often does that person read to the child?
   Several times a day _____
   Once a day _____
   two or three times a week _____
   less than once a week _____

8. Does _____ enjoy looking at books by himself/herself?

9. If yes, about how often does he/she look at books alone?
   Several times a day _____
   Once a day _____
   two or three times a week _____
   less than once a week _____

Rend Lake Community College, Ina, IL

10. Does your family own any children's books? _____

11. If so, about how many would you guess you have? 1-5 _____; 6-10_____; 11-20 _____; more than 20_____.

12. Do you ever borrow books from the library?

13. If yes, about how often do you go to the library?
    once a week _____
    twice a month _____
    once a month _____
    less than once a month _____

14. When you have some spare time, do you enjoy reading? _____

15. Would you say you read a lot _____; occasionally _____ rarely _____; never _____.

16. When you were a small child, would you say you were read to everyday _____; occasionally _____; rarely _____; never _____.

Thank you very much for answering these questions. Having this information will help the Ready for Reading Partnerships in its work with parents, children and books.

Rend Lake Community College, Ina, IL

Parent Evaluation Form

1. Name:
2. Address:
3. Phone No.
4. Children: Ages:
5. Last grade attended in school
6. How did you hear about our program?
7. What do you think about our program?
8. How can we improve our program?
9. How can we get more people to come to class?
10. Have our classes helped you in anyway in your personal life?
11. What is your opinion about our preschool?
12. How has the preschool affected your child?

Casa Aztlan, Chicago, IL

Evaluación de padres

1. Nombre:

2. Direction:

3. Telefonó:

4. Hijos/Hijas Edad:

5. Ultimó grado en escuela.

6. ? Como oyó usted de nuestro programa?

7. ¿Qué piensa usted de nuestro programa?

8. ¿Como podemos mejorar?

9. ¿Como obtener mas personas para que vengan mantengan en la clase?

10. ¿Ayudaron nuestras clases en alguna manera en su vida personal?

11. ¿Cual es su opinion de preschool?

12. ¿Como afectado en preschool a sus ninos?

Casa Aztlan, Chicago, IL

Chicago Public Library
CPL/CHA Literacy Initiative

STATEWAY GARDENS BRANCH
Student Assessment

1. Are You Learning?

2. How do you know you are learning?

3. What are you reading now, or what have you read lately?

4. What would you like to learn?

5. How do you feel about the teaching method(s)?

6. What would you do to improve the teaching methods?

7. How do you feel about the reading and study program?

8. What would you like to see this program do for you?

9. What will you do with the information you have learned here?

10. Do you feel it is important for families to learn together? Why? or Why not?

11. Do you help your children with their homework? If so, how?

Student Assessment Con't

12. Has what you've learned here been useful for you in working with your children?

13. Do you like working with computers?

14. How have computers helped your studies?

15. How long do you think it will take to reach your goal(s)?

EVALUATION RESULTS

Pre-test Date:_____

SORT Word Recognition_____

READ Reading Comp_____

READ Vocabulary_____

Post-test Date:_____

SORT Word Recognition_____

READ Reading Comp_____

READ Vocabulary_____

Participant's Initials_____

Instructor's Signature_____

Site Supervisor's Signature_____

Comments_____

_____

_____

KENAN TRUST FAMILY LITERACY PROJECT
Parent Rating Scales

Model Site: _____

Parent Name: _____

For each of the items below, rate the statement on the degree to which you think it is a true description of this parent. Use the scale listed below for your responses. Circle the number for each item to indicate your judgment.

0. Can't say. Not enough information to judge
1. Is not at all like this
2. Tends not to be like this
3. Is about as much like as not like this
4. Tends to be like this
5. Is very much like this

My best judgment is that the parent named above:

1.	Functions at a high academic level.	0	1	2	3	4	5
2.	Takes responsibility for complying with routines of the program.	0	1	2	3	4	5
3.	Has a stable relationship with adults in her family	0	1	2	3	4	5
4.	Has a realistic view of her capabilities.	0	1	2	3	4	5
5.	Sets goals and works to accomplish them.	0	1	2	3	4	5
6.	Makes significant effort to improve.	0	1	2	3	4	5
7.	Lives in a neighborhood which is safe.	0	1	2	3	4	5
8.	Has lots of adult friends other than those in class.	0	1	2	3	4	5
9.	Has a high level of intellectual ability.	0	1	2	3	4	5
10.	Accepts routines of the class and school.	0	1	2	3	4	5
11.	Works independently to handle problems.	0	1	2	3	4	5
12.	Has lots of obstacles to overcome.	0	1	2	3	4	5
13.	Has strong support from family and friends.	0	1	2	3	4	5

0. Can't say. Not enough information to judge.
1. Is not at all like this
2. Tends not to be like this
3. Is about as much like as not like this
4. Tends to be like this
5. Is very much like this

14.	Is able to set long-term goals.	0	1	2	3	4	5
15.	Believes that she has control over her life.	0	1	2	3	4	5
16.	Attends school regularly, and is engaged in work while present.	0	1	2	3	4	5
17.	Maintains a sound, stable relationship with her children.	0	1	2	3	4	5
18.	Believes that work in the program will result in changes in her life.	0	1	2	3	4	5
19.	Has expectations which are not reasonable to accomplish.	0	1	2	3	4	5
20.	Lives in a home setting that is abusive.	0	1	2	3	4	5
21.	Wants to get away from the responsibility for her child.	0	1	2	3	4	5
22.	Has enough family income to live without stress from shortages.	0	1	2	3	4	5
23.	Is willing to work to make changes in life.	0	1	2	3	4	5
24.	Is punctual in work and habits.	0	1	2	3	4	5
25.	Has stable relationships with adults of opposite sex.	0	1	2	3	4	5
26.	Recognizes that short-term goals are means to achieve long-term goals.	0	1	2	3	4	5
27.	Is able to judge what is reasonable to try to accomplish.	0	1	2	3	4	5
28.	Has family members who support her educational efforts.	0	1	2	3	4	5
29.	Uses drugs or alcohol.	0	1	2	3	4	5

0. Can't say. Not enough information to judge.
1. Is not at all like this
2. Tends not to be like this
3. Is about as much like as not like this
4. Tends to be like this
5. Is very much like this

30.	Works well with other parents.	0	1	2	3	4	5
31.	Is easy in relationships with her child.	0	1	2	3	4	5
32.	Sets goals and works toward them as a way to change.	0	1	2	3	4	5
33.	Believes that power to change rests with some source outside herself.	0	1	2	3	4	5
34.	Identifies personal changes to be made, and works to accomplish those changes.	0	1	2	3	4	5
35.	Makes quick progress in academic tasks.	0	1	2	3	4	5
36.	Believes that personal goals which are set will be accomplished.	0	1	2	3	4	5
37.	Seems genuinely concerned about the future of her children.	0	1	2	3	4	5
38.	Is confident in approach to academic tasks.	0	1	2	3	4	5
39.	Has few, if any threats to her family.	0	1	2	3	4	5
40.	Is able to accept objective judgments of her performance.	0	1	2	3	4	5
41.	Talks about her child's future in terms which seem realistic.	0	1	2	3	4	5
42.	Is willing to learn new ways to deal with her child and family.	0	1	2	3	4	5
43.	Is aware of the effect of her actions on her child.	0	1	2	3	4	5
44.	Works to help other students solve their problems and address their needs.	0	1	2	3	4	5
45.	Uses an effective set of study and learning strategies.	0	1	2	3	4	5

0. Can't say. Not enough information to judge.
1. Is not at all like this
2. Tends not to be like this
3. Is about as much like as not like this
4. Tends to be like this
5. Is very much like this

46.	Had a stable family environment while growing up.	0	1	2	3	4	5
47.	Uses language and behaviors with children that demonstrates genuine attention to them.	0	1	2	3	4	5
48.	Demonstrates a good sense of self confidence in relationships with adults.	0	1	2	3	4	5
49.	Is afraid to try new or difficult tasks.	0	1	2	3	4	5
50.	Has a genuine hope that personal and family changes will occur.	0	1	2	3	4	5
51.	Has a spousal or other adult relationship that causes fear of harm to herself or to her children.	0	1	2	3	4	5
52.	Keeps a regular daily schedule for her family and her school work.	0	1	2	3	4	5
53.	Uses abusive or threatening language with her children.	0	1	2	3	4	5
54.	Abuses public assistance programs or services.	0	1	2	3	4	5
55.	Is impatient in dealing with her children.	0	1	2	3	4	5
56.	Shows a temper if she does not get her way.	0	1	2	3	4	5
57.	Seems to brag about her own abilities, but as a cover for low self esteem.	0	1	2	3	4	5
58.	Talks about her future in "grand" terms, but seems to have an unrealistic view of what it takes to achieve those ends.	0	1	2	3	4	5
59.	Gives attention to her personal wishes over the needs or interests of her child.	0	1	2	3	4	5
60.	Expects her children to be successful in their education.	0	1	2	3	4	5

Free Materials for Parents and Teachers from the International Reading Association

150

The International Reading Association offers a wonderful selection of free materials for parents, teachers, and others interested in encouraging reading among young people. See below for details on ordering these informative brochures and booklists.

PARENT BROCHURES

_____ **Your Home is Your Child's First School** (Available in English, French, and Spanish — please circle language choice)

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_____ **You Can Use Television to Stimulate your Child's Reading Habits** (Available in English, French, and Spanish — please circle language choice)

_____ **Studying: A Key to Success — Ways Parents Can Help** (Available in English only)

_____ **You Can Help Your Child in Reading Using the Newspaper** (Available in English and French — please circle language choice)

_____ **Eating Well Can Help Your Child Learn Better** (Available in English only)

_____ **You Can Prepare Your Child For Reading Tests** (Available in English only)

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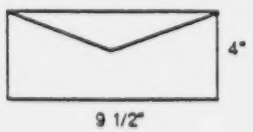

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_____ Young Adults' Choices An annotated, illustrated list of favorite books chosen by junior and senior high students from across the U.S.

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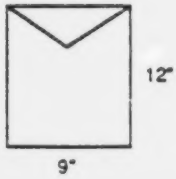

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NCLE The National Clearinghouse on Literacy Education for Limited-English-Proficient Adults

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❑ Please include me on the waiting list for ordering information about these NCLE monographs.

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ERIC Digest

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National Clearinghouse on Literacy Education

The Language Experience Approach and Adult Learners

by Marcia Taylor, JobLink 2000

The language experience approach (LEA) is a whole language approach that promotes reading and writing through the use of personal experiences and oral language. It can be used in tutorial or classroom settings with homogeneous or heterogeneous groups of learners. Beginning literacy learners relate their experiences to a teacher or aide, who transcribes them. These transcriptions are then used as the basis for other reading and writing activities.

Although the LEA was first developed for native-English-speaking children (Ashton-Warner, 1963; Spache & Spache, 1964; Stauffer, 1965), it has also been used successfully with English as a Second Language (ESL) students of all ages. Adult learners entering ESL programs may or may not have previous educational or literacy experiences; nonetheless, all come to class with a wealth of life experiences. This valuable resource for language and literacy development can be tapped by using the LEA. The approach develops literacy not only with the whole learner in mind, but also the whole language.

Features of the Language Experience Approach

The LEA is as diverse in practice as its practitioners. Nonetheless, some characteristics remain consistent (Hall, 1970):

- Materials are learner-generated.
- All communication skills—reading, writing, listening, and speaking—are integrated.
- Difficulty of vocabulary and grammar are determined by the learner's own language use.
- Learning and teaching are personalized, communicative, creative.

LEA With ESL Learners

Krashen and Terrell (1983) recommend two criteria for determining whether reading materials are appropriate for ESL learners: The reading must be 1) at a comprehensible level of complexity and 2) interesting to the reader. Reading texts originating from learners' experiences meet these two criteria because 1) the degree of complexity is determined by the learner's own language, and 2) the texts relate to the learner's personal interests.

Both criteria are of particular importance in adult beginning ESL classes, where the paucity of reading materials can be problematic. Many books written in simplified English are either too juvenile or too uninteresting to be considered appropriate reading material for adults.

Two Variations of LEA

The personal experience

The most basic, and in fact the original, form of the LEA is the simple transcription of an individual learner's personal experience. The teacher or aide (or in a mixed-ability class, a more proficient learner) sits with the learner so that the learner can see what is being written. The session begins with a conversation, which might be prompted by a picture, a topic the learner is interested in, a reading text, or an event the learner has participated in. Once a topic evolves, the learner gives an oral account of a personal experience related to that topic. The transcriber may help the learner expand or focus the account by asking questions.

In most forms of the LEA, the experience is transcribed as the learner dictates it, without transcriber corrections to grammar or vocabulary. This technique keeps the focus on the content rather than the form of what is written and provides concrete evidence of the learner's language growth over time (Heald-Taylor, 1989). Errors can be corrected later, during revising and editing stages of the writing process. The relationship between the transcriber and learner should be well established before attempting the LEA, and the transcriber should be supportive of what the learner has to say.

The group experience

Groups may also develop language experience stories together. An experience can be set up and carried out by the group, or stories can grow out of experiences and stimuli from any part of the learners' personal, work, or classroom lives. The following steps are often involved:

1. *Choosing the experience or stimulus.* In collaboration with the learners, choose a prompt or activity that can be discussed and written up in some form. This might include pictures, movies, videotapes, songs, books or articles, class projects, field trips, holidays or celebrations, or an activity designed for this purpose.

2. *Organizing the activity.* Develop a plan of action with the class. This might include what you will do and when, and what you will need. The plans can be written on the board to provide the first link between the activity itself and the written word.

3. *Conducting the experience.* The following activities might be done in the classroom or in the community.

In the classroom	In the community
Preparing food (sandwich, French toast, salad, popcorn)	Taking fieldtrips (to the bank, market, malls, library, city hall)
Making cards (thank you notes, get well cards, holiday cards)	Mapping the school or the neighborhood
Class projects (simulations, bulletin boards, skits)	

If the experience takes place within the classroom, the teacher can narrate it as it unfolds, repeating key words and phrases.

For more advanced learners, discussions, as well as actual experiences, can evolve into group-produced texts. Discussion topics might include work, adult education, adjustment to life in the U.S., or current local and world events. Again, the teacher might write key words and phrases on the board as they are mentioned in the discussion.

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4. *Discussing the experience*, including all learners in the discussion and writing key words and phrases on the board. The class might, for example, reconstruct the sequence of events that took place. Some learners may be capable of describing an entire experience or generating an extended text about a prompt, while others may only be able to answer questions about it. The teacher may need to stimulate or focus the discussion by asking *wh*-questions—Who was involved? When did this take place? What did we do first? Regardless of the level of active participation of various learners, it is crucial that all *understand* the discussion.

5. *Developing a written account*. The class works together to develop a written account of what was done or discussed. Before actually writing a text, the class might do some planning activities like brainstorming, webbing or mapping, listing, or sequencing ideas. Learners may dictate a description or sequence of events in an activity while the teacher or aide writes it down, or a group of students may work together in groups to produce an account. Regardless of who does the writing, it should be easily visible to all learners—on the board, on a flip chart pad, or on an overhead transparency.

The teacher does not correct the learners' language at this point, although learners may correct themselves or each other as they work together. Formal correction can be done later, as part of the revising and editing stages.

With beginning students, written compositions may be very simple, just a sentence or two if this represents their level of English proficiency. Length is not significant.

6. *Reading the account*. Once the written text is complete, the teacher or a learner can read it aloud to the class, focusing on key words and phrases, and then learners can read it silently on their own. Of course, oral reading of the account does not need to occur *only* at this stage, but can be done at many different points during its production, thus promoting rethinking and revision throughout its evolution.

7. *Extending the experience*. Many language and literacy activities beyond rereading can be based on the written text. The following possibilities can be selected and adapted according to learners' proficiency levels.

With beginning learners, teachers can

- have students copy the story themselves;
- have students match words with pictures or definitions;
- delete every *n*th word (4th, 5th, 6th, etc.) to create a cloze exercise. Have the students fill in the blanks either with or without the assistance of a word bank, depending on their literacy level;
- select words from the story for vocabulary, spelling, or sound-symbol correspondence activities;
- use the texts to review a grammar point, such as sequence of tenses, word order, or pronoun referents;
- dictate the story for learners to write;
- write the sentences in scrambled order and have students rewrite them, restoring the correct sequence;
- scramble key words and have students unscramble them.

More advanced learners can

- use the group-produced text as the basis for individually written texts about the same topic, about a similar experience, or as a critique of this experience. Then they might read each others' texts;
- revise and edit the texts and prepare them for publication;
- read other texts related to the topic;
- generate comprehension questions for classmates to answer;
- write other types of texts—songs, poems, letters (for example, a letter to the editor), or directions for how to do something.

In a class with learners at different proficiency levels, the teacher can use the more basic activities with the learners at lower levels while the more proficient learners work on the more advanced activities individually or in groups, with less teacher help.

Conclusion

Although the LEA was developed primarily as a tool for reading development, this technique can be used successfully to develop listening, speaking, and writing as well. This integrated approach is unique in that it begins with students' individual or shared experiences as a basis for discussion, writing, and finally reading. As students see their personal experiences transcribed into the written word, they also gain a greater understanding of the *processes* of writing and reading and can make the bridge to reading and writing independently.

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I Don't Have Time to Read—Honest!

AN AMAZING thing happens to children: They grow into adulthood. In the time of greatest change, teenagers can look like adults and act like children (and vice versa). The transformation is wonderful and, at times, frightening.

The unpredictable behavior of adolescence can weaken the relationship between parent and child. That's too bad, because the process of leading into adulthood is what the word "education" originally meant (in Latin). If we abandon teenagers to their own devices, we abandon their education.

Take reading. In childhood, the stress is to learn to read. When our children do learn, we are apt to sigh in relief. School success is clearly a lot easier when a child reads well. Later, however, we take less interest in our teenagers' reading habits. Perhaps we think, "Let them relax and watch TV or gab on the phone."

When that happens, we've lost it. Because reading isn't some kind of chore, and teenagers don't need to get the message that it is. Reading with a purpose is part of the adult role. The idea of purpose is a bit complicated, but it means that the adult has some reason—some motive that he or she is aware of—for reading. There are about as many motives as there are adults, so "motivation" is not really a problem.

One thing teachers and parents can do is to help teenagers discover those motives. Obviously, that can happen only when adults who read actively share experiences, views, and information with the teenagers they care about. Teenagers seek role models, and both parents and teachers are near at hand for this purpose—so becoming a role model is not really so difficult.

Some of the motives that have meaning for teenagers include knowledge about personal relationships and getting insights into one's own identity. They include reading that helps a person develop opinions and values or understand current events. More practical motives include investigating career options, expanding knowledge of a hobby or special interest, or becoming a more shrewd shopper.

When people who care about them read and share the importance of reading, then teenagers learn not just *how* to read, but they learn *what reading is for*.

For more information, call the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) toll-free at 1-800/624-9120. We can help direct you to other resources. To find out more about the ERIC system and its varied units and services, call ACCESS ERIC at 1-800/USE-ERIC. Staff of ERIC/CRESS prepared this article, based on information in the ERIC database.

No tengo tiempo para leer;; ¡Es la verdad!

ALGO asombroso les ocurre a los niños. Se convierten en adultos. En el tiempo de mayor cambio, los adolecentes parecen adultos pero actuan como niños y vice versa. El cambio es maravilloso y a veces causa miedo.

El comportamiento a veces inexplicable de los adolecentes puede debilitar las relaciones entre padres e hijos. Esto es triste, porque el proceso de guiar a los niños hacia la edad adulta es lo que la palabra educación originalmente significaba (en Latin).

La lectura, por ejemplo; en la niñez el enfásis es en aprender a leer. Cuando nuestros niños aprenden, suspiramos con alivio. El éxito en la escuela es más fácil cuando el niño lee bien. Más tarde sin embargo no tomamos tanto interés en los hábitos de lectura de los jóvenes. Quizás pensamos, que los vamos a dejar descansar, mirar la televisión, o hablar por teléfono.

Cuando esto pasa, hemos perdido porque la lectura no es una tarea; y los jóvenes no deben pensar que lo es. Leer con propósito significa que el adulto tiene, una razón, un motivo para leer. Hay tantos motivos como hay adultos; asi es que la motivación, no es problema. Lo que los padres y los maestros pueden hacer es ayudar a los jóvenes a descubrir la motivación para leer. Esto ocurre cuando los adultos que leen comparten sus experiencias, ideas e información con los jóvenes. Los adólecentes necesitan modelos y ambos padres y maestros van mano a mano en este propósito.

Algunos de los temas que tienen significado para los jóvenes son, relaciones personales, y el obtener información sobre su propia identidad. También lecturas que incluyen información sobre el desarrollo de valores, opiniones o eventos actuales. Motivos más prácticos son opciones para carreras, y aumentar el conocimiento de "hobbies" (pasa tiempos) e intereses especiales.

Cuando personas que son importantes para los jóvenes leen y comparten la importancia de la lectura, entonces los jóvenes aprenden no solo como leer, pero aprenden para que se lee.

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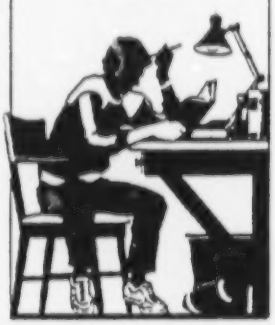
Learning to Read Well: Some Simple Facts



THOSE OF US who can read take our skill for granted. For us, reading is as easy as talking or breathing. Many of us can vaguely remember that learning to read was no easy chore.

But chances are, we've forgotten all the little struggles we had to wage to get where we could actually hear those little printed words in our heads! This forgetfulness makes it difficult for parents to sympathize with young readers, or for adults who can read to sympathize much with those who can't. Luckily, there are people who study reading, so even as adults we can begin to understand the mysterious process of learning to read.

Here are some simple facts about reading. Keep them in mind. They may help you help someone you care about learn to read:

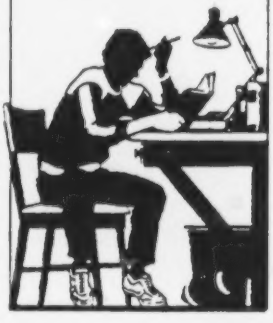
- 5,000 words account for 90 percent of the words we read;
- 94 percent of all words appear less than 10 times per million words;
- people who know sounds and letters tend to do better when they start learning to read;
- but—just teaching the alphabet doesn't give students a noticeable advantage in learning to read;
- many children get over 1,000 hours of contact with reading and writing *before they enter school;* and
- students without such experience do better with their reading if they use "invented" spelling (rather than correct spelling) when they begin to write.

Other facts let us know that a good start in reading is very important. For example, 40 percent of poor readers in the fourth grade would rather clean their rooms than read! These children will overcome their bad start only with the help of someone who cares.

The message is simple: Learning to read takes *a lot of low-pressure experience* with the written word. This includes being read to by someone else and talking about sounds, letters, words, and writing with someone who likes to read. It also includes things like telling stories and having someone else write them down. And, of course, it includes plenty of reading. Naturally, the best reading materials are those that seem to interest the beginning reader.

For more information, call the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) toll-free at 1-800/624-9120. We can help direct you to other resources. To find out more about the ERIC system and its varied units and services, call ACCESS ERIC at 1-800/USE-ERIC. Staff of ERIC/CRESS prepared this article, based on information in the ERIC database.

Aprendiendo a Leer Bien: Algunos Hechos Simples



Nosotros que sabemos leer, tomamos la destreza de la lectura como un hecho. Para nosotros leer es tan fácil como hablar o respirar. Muchos de nosotros podemos recordar vagamente que aprender a leer no es una tarea fácil. Probablemente, hemos olvidado nuestras pequeñas luchas para finalmente poder oir ciertas pequeñas palabras. Este olvido hace difícil para los padres simpatizar con los lectores jóvenes, o los adultos, que pueden leer con los que no pueden. Porque olvidamos, aprender a leer parece un proceso misterioso. Afortunadamente, hay personas que estudian la lectura, asi es como adultos podemos empezar a entender el proceso de aprender a leer. Aquí, hay algunos hechos simples sobre la lectura, recuérdenlos. Pueden ayudarle a usted, a ayudar a una persona que quiere aprender a leer:

- 5000 palabras responden a 90 porciento de las palabras que leemos.
- 94 porciento de todas las palabras aparecen menos de 10 veces por cada millón de palabras.
- Personas que saben los sonidos y las letras demuestran éxito cuando empiezan a aprender a leer.
- Solo ensenañar el alfabeto no le da ventaja a los niños a aprender a leer.
- Muchos niños tienen mas de 1,000 horas de contacto con la lectura y escritura antes de entrar a la escuela.
- Estudiantes sin esa experiencia tienen más éxito si usan escritura inventada (en vez de escritura correcta) cuando empiezan a leer.

Otros hechos nos dejan saber que un buen principio en la lectura es muy importante. Por ejemplo, el 40 porciento de los lectores con problemas en el 4 grado prefieren limpiar su cuarto que leer. Estos niños pueden superar su mal comienzo solo con la ayuda de alquien que se interese.

El mensaje detrás de estos hechos simples es que aprender a leer toma muchas experiencias con la palabra escrita. Estas incluyen, cuando se le lee al niño, se le habla de los sonidos, letras, y palabras, y el niño escribe con alquien que le lee sequido. También incluye contar historias y hacer que alquien las escriba. Y por supuesto incluye, que el niño lea, naturalmente, la mejor lectura es aquella que interesa al nuevo lector.

Para más información llame a ERIC Clearinghouse en Educación rural y escuelas pequeñas (ERIC/CRESS) llame gratis al 1-800/624-9120. Para más información sobre ERIC y sus servicios llame Eric a 1-800/USE-ERIC.

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